DOCUMENT RESUME

ED 323 170	SP 032 360

TITLE	Leisure/Recreation Curriculum for Secondary Aged Students with Disabilities. Project C.R.E.O.L.E. Community Recreation Education on Leisure Education.
INSTITUTION	Jewish Community Centers of Greater Philadelphia, PA. David G. Neuman Senior Center.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Dec 88
CONTRACT	G008745389
NOTE	226p.
AVAILABLE FROM	Special Education Department, Jefferson Parish Schools, 501 Manhattan Blvd., Harvey, LA 70058.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Athletics; Community Recreation Programs; *Creative Activities; Curriculum Development; Curriculum Guides; *Disabilities; *Leisure Education; *Outdoor Education; Physical Education; *Physical Fitness; Secondary Education; *Secondary School Students; Special Education
IDENTIFIERS	Louisiana (Jefferson Parish)

ABSTRACT

Project CREOLE (Community Recreation Education on Leisure Education) was designed to develop and implement a functional leisure/recreation training program as an integral aspect of special education services, and to promote the integration of individuals with handicaps into the programs of existing community recreation agencies. The use of systematic instructional technology, an increase in social interactions with nonhandicapped persons, active parent involvement, and transitional planning with community recreation agencies are the major aims of the project. The users of the curriculum are encouraged to teach the skill sequences in natural community settings so as to increase the likelihood of generalization, as well as the opportunity for actual community participation. The activities of the curriculum plan are organized into four units: (1) sports and fitness; (2) outdoor education; (3) physical recreation; and (4) games and creative arts. Each of the activities includes a goal statement, assessments, lead-up strategies, and suggested objectives for full and partial participation. Entry/Exit checklists of specific skills to be mastered, scored by levels of teacher assistance needed, are included in the curriculum. (JD)

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ED323170

LEISURE/RECREATION CURRICULUM

FOR

SECONDARY AGED STUDENTS WITH DISABILITIES

PROJECT
C. R. E. O. L. E.

COMMUNITY
RECREATION
EDUCATION
ON
LEISURE
EDUCATION

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SPECIAL EDUCATION DEPARTMENT

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DECEMBER, 1988

SP 032 360

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PREFACE

The curriculum activities included in this guide are samples of integrated, community based, life long, leisure/recreation skills. For wheelchair users, a supplemental Wheelchair Sports and Mobility Curriculum Guide has been developed. This curriculum guide was designed to teach, students with severe through moderate disabilities, the skills and interests necessary for them to participate in integrated community, leisure/recreation programs. This curriculum includes leisure activities the students can do by themselves, or with others at home and in their community.

Teachers using this curriculum are strongly encouraged to teach all targeted leisure/recreation activities in integrated settings where the activity naturally occurs. Prior to teaching skills in the community, the teachers can teach introduction skills in the schools then teach the component skills and specific activity skills in the settings. The students will then have an opportunity to develop new friendships and learn how to access their local community recreation agencies.

The C.R.E.O.L.E. Curriculum was developed and written by Susan Dark and Jennifer Wright in cooperation with Project C.R.E.O.L.E., a federally funded Transitional Recreation Project funded by the Department of Education - Special Projects, #G008745389.

032 360

ABSTRACT

Project C.R.E.O.L.E. (Community Recreation Education On Leisure Education) is a program sponsored by the Jefferson Parish School Board in the state of Louisiana, funded in part by the U.S. Department of Education. The project was designed to develop and implement a functional leisure/recreation training program as an integral aspect of special education services, and to promote the integration of individuals with handicaps into the programs of existing community recreation agencies. The use of systematic instructional technology, increase in social interactions with non-handicapped persons, active parent involvement, and transitional planning with community recreation agencies are the major aims of the project.

The initial phase of Project C.R.E.O.L.E. involved the development, field testing, and refinement of a curriculum plan for the leisure/recreation domain. Activities must have met the following criteria to be included in the curriculum plan: functional, chronologically age appropriate, and potentially life-long. The users of the curriculum were encouraged to teach the skill sequences in natural, community settings so as to increase the likelihood of generalization, as well as the opportunity for actual community participation.

The activities of the curriculum plan are organized into four(4) units: Sports and Fitness, Outdoor Education, Physical Recreation and Games, and Creative Arts. Each of the activities include a goal statement, assessments, lead up strategies, and suggested objectives for full and partial participation. Entry/Exit checklists of the specific skills to be mastered, scored by level of teacher assistance needed, are included in the curriculum.

Based upon more than two(2) years of extensive use in the schools of Jefferson Parish, the curiculum developed through Project C.R.E.O.L.E. accomplishes what it was intended to do. Students and graduates have acquired functional recreation and leisure skills that may be used in typical community settings lifelong.

ACKNOWLEDGEMENTS

The staff of Project C.R.E.O.L.E. wants to acknowledge the Jefferson Parish Special Education Department for its support of this project. This is an innovative program for a large, urban school system. The support of this department has been a key to the success of this project.

Special thanks goes to the following individuals who developed the first C.R.E.O.L.E. leisure/recreation curriculum guide from which this guide was based:

Mable Bickham
Renee' Blohm
Ji Buford
Rita Coleman
Kathy Vanderbrook

and former C.R.E.O.L.E. Staff:
Jennifer Wright
Sharon Sofford
Lori Poor

The following teachers have assisted in the development of this curriculum guide. A special thank you goes to these adapted physical education teachers for their patience, field testing and feedback:

Marlene Boudreaux
Philip Brown
Claire Griffin
Brenda Dessauer
Linda LeCompte
Tony Matt
Karon Oldham
Kathy Vanderbrook
Peggy Villemarette

In addition, we are most grateful for the secretarial services of Ms. Bonnie Telano.

Project C.R.E.O.L.E. was funded, in part, by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Grant #G008745389. Copies of this curriculum guide may be obtained by contacting:

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C.R.E.O.L.E. CURRICULUM

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INTRODUCTION

Research documents that persons with handicaps who exit our schools are frequently unemployed and do not utilize community resources effectively. It is apparent that special education programs are not preparing students for independent living. Currently over 70% of all persons with disabilities are not working or are employed part-time which provides an inordinate amount of leisure time for the individual. Since leisure time is going to encompass the majority of their adult lives, our educational systems have the challenge and responsibility to prepare these students for a more productive use of this free time.

Project C.R.E.O.L.E. is a three year federally funded grant designed to implement a functional, leisure/recreation training program as an integral aspect of special education services, and to promote the integration of individuals with handicaps into existing recreation programs. All project objectives include systematic instruction, social interactions with non-handicapped peers, parent involvement and leisure/recreation transition planning with community agencies. Through training, age-appropriate, lifetime leisure skills, and coordinating educational planning with community leisure/recreation agencies, students with disabilities will be better prepared for transition into community living.

The Project staff has developed both curriculum and assessment materials for students with various disabilities (i.e., mental, physical and multiple disabilities). The materials have been piloted for one year at nineteen(19) secondary schools with three hundred fifty(350) students with various exceptionalities. Although these materials were developed for secondary aged students with disabilities, the C.R.E.O.L.E. model can be applied to various settings and curriculum areas. Training in functional, lifetime leisure skills is an imperative for special educators, however this training is also the responsibility of parents, case managers, and staff at residential alternatives, community agencies, and vocational programs.

This curriculum can be modified to meet the specific needs of all participants. In working with students with milder disabilities, higher levels of independence can be added to each skill. This program can be modified to meet the needs of more severely handicapped students by focusing more on partial participation or by pairing students with varying disabilities, (a mobility impaired student and a cognitively impaired student) so that they can participate as team players. Although Project C.R.E.O.L.E. was developed for a secondary aged population, many of these functional skills can easily be adapted for younger students. No matter what the age or the disability of the participant, if the activity addresses the following selection considerations, it will be appropriate for that participant.

ACTIVITY SELECTION CONSIDERATIONS

This C.R.E.O.L.E. Curriculum Guide is based upon an instructional model of teaching functional, lifetime or transitional skills in all domains, including recreation and leisure. This Currriculum Guide was not designed to include all appropriate leisure/recreation activities for the targeted population, but instead provide several samples of possible activities. The selection of activities included in this curriculum guide should only serve as a resource in structuring appropriate leisure/recreation training. Individual and family interests and local opportunities should guide activity selection rather than a set curriculum which mandates instruction in specific skill areas. All selected activities should reflect the ultimate goal, which is the self-initiated use of leisure time with functional skills. Each activity should be carefully examined to determine if it reflects the following selection considerations:

> **FUNCTIONAL:** Does the skill lead to the development of a lifetime activity? Is this skill necessary in order to live in the community? Based on this student's functioning levels, physical characteristics and availability of the activity in the community will he/she be likely to participate in this activity, either partially or fully? If the answer to these questions are "yes", then the activity may be functional for this person.

AGE-APPROPRIATE: Are the activities typically performed by persons in a particular age group? Would a non-handicapped peer do this activity? If other same aged peer participates in the activity, then it would be an age-appropriate activity. Note of caution, if we select leisure skills based on developmental checklists, these skills may be inappropriate according to the individual's chronological age.

SELF-INITIATED/INDEPENDENT: Can this activity be done when the teacher is not directing participation? Can this skill be modified so that it is not dependent upon the teacher's assistance? If yes, then the activity can be self-initiated/independent.

FUTURE ORIENTED: Do adults living in this community participate in this activity? Examine the leisure activities of adults who live in the community in which the user will probably reside and determine if these activities should be targeted.

HOME ENVIRONMENT: What leisure skills will be reinforced by the parents, siblings or neighborhood friends? Does this leisure activity match the culture and socio-economic values of the family? If the family participates in this activity, it will reinforce the transfer of school-learned skills to the community level where the ultimate lifetime pursuit of that skill will occur.

INSTRUCTIONAL CONSIDERATIONS

Many of the activities incorporated in this curriculum guide are traditional leisure/recreation activities. The purpose of this curriculum is to prepare students to be competent adults. This approach entails systematic instruction verses the traditional concept of participation in "fun" activities. The following instructional considerations are imperative to the C.R.E.O.L.E. model:

1. **TEACH FUNCTIONAL PERFORMANCE:** Instead of focusing on skill acquisition, teach a functional activity which includes all the behaviors necessary to initiate, perform and terminate an activity. For example, a traditional bowling curriculum emphasizes instruction on an underhand release pattern of the bowling ball with improving accuracy in hitting pins. To make bowling a functional activity, instructions must include transportation skills to get to the bowling alley, alternative scoring techniques, money skills necessary to pay the costs of bowling, social interactions skills necessary to relate to peers and others in the bowling alley, and familiarity with the bowling facility.

2. TEACH IN NATURAL COMMUNITY SETTINGS: One of the best ways to prepare students to function as adults in the community is to teach in the community. Skills taught in the classroom do not generalize to natural settings in the community. Teaching all bowling skills in a school gymnasium does not necessarily lead to the development of independent bowling skills in the community.

3. ALTERNATE PERFORMANCE STRATEGIES: There are several ways to perform most activities, and it is unnecessary to postpone performance until a particular method or skill level is mastered (Wilcox and Bellamy, 1987). For example, in playing a card game like UNO, a student does not have to know the meaning of the "R"/Reverse card or the "S"/Skip card. Instead one alternative would be to have the student match colors or numbers, so that he/she can participate in playing this game.

4. TEACH SOCIAL INTERACTION SKILLS: Teach the interaction patterns necessary to participate in the leisure activity. Dancing does not become a functional skill unless we teach a person how to ask someone to dance. An adult seldom goes bowling alone; how do you call a friend and ask him to go bowling? What skills are necessary to ensure social acceptability in: playing a card game, going to the horse races, or attending a movie? A peer tutor program can assist in teaching age-appropriate social interaction skills specific for each activity.

ORGANIZATION OF THE CURRICULUM

There are four(4) curriculum units in this guide; they are· Sports & Fitness, Outdoor Education, Physical Recreation & Games, and Creative Arts. The activities in each of these units were selected because they are age-appropriate, popular and done frequently by families and the non-disabled population in the New Orleans area. Although initial instruction will be on the school campus, activities should be taught in the settings where they normally occur. For example, fishing would best be taught at a local lake, pond or stream.

Both the Creative Arts unit and the Physical Recreation & Games unit include active and non-active leisure skills. Prior to teaching a skill/activity which is non-active, the students should perform warm-up exercises in order to promote physical conditioning during this class period.

Each curriculum activity is formated in the following way and includes the following information:

Content Area: Identifies one of the four curriculum units and lists the leisure/recreation activity.

Goal Statement: Identifies an overall skill/performance level the student will attain.

Assessment: Identifies considerations that should be examined before selecting this activity. Assessing functional levels and capabilities will assist the teacher in determining if this activity is functional for this participant and if modifications/adaptations are possible.

Lead-Up Strategies: Provides instructional strategies that can assist in developing or stimulating interest in the activity.

Homework Strategies: Provides transitional strategies for the student to participate in this activity at home or in the community. When possible, information on the locations of integrated community programs is included.

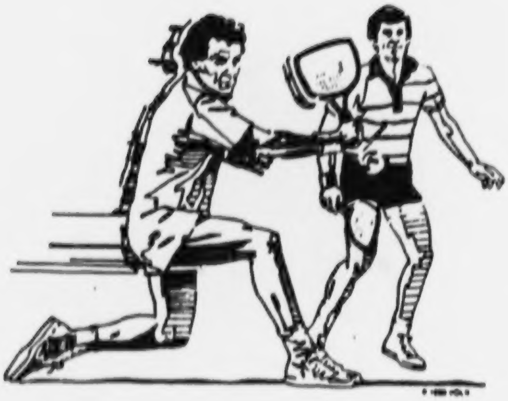
Short Term Objective: Provides specific statements of student performance related to the goal and activity. Level I is designed for students who currently perform at the partial participation level. Level II is for students who can participate more independently in the activity.

Ecological Inventories: Six (6) ecological inventories are included in this curriculum, they are: Bowling, Fishing, Miniature Golf, VITA Course, Fitness/Walking and Video Arcade playing. These inventories include the component skills required to successfully participate in these activities in the community, including social interaction, language, motor and academic skills for each activity. These inventories should assist in identifying skill deficits in the community and help the teacher plan their teaching lessons.

Entry/Exit Checklists: These checklists include some skills necessary to successfully participate in each activity. The checklists should be administered pre (prior to teaching) and post (after teaching) in order to monitor individual student progress and identify specific skills deficits and strengths. These checklists are not designed to be sequential. Be sure to assess each student on all listed skills in Level I or II. A student's functioning level is determined by the number of skills he can perform in Level I or II; the skills do not need to follow a numerical sequence. Teachers can add competencies to both levels of these checklists in order to individualize this activity for students with specific exceptionalities and/or functioning levels.

SUGGESTIONS ON HOW TO USE THIS CURRICULUM

1. Meet with the students and the parents/guardians to identify the leisure/recreation activities currently done by the family and the student. Identify the activities the parents/guardians wish to have their young adult learn during school hours.
2. Teachers may teach one unit for each entire nine(9) week period. For example, the teacher may select to teach Sports & Fitness during the first nine weeks and Creative Arts during the second nine(9) weeks, etc.. Be sure to plan the Outdoor Education activities during the nicest weather times, (i.e., Fall or Spring). Teachers may also choose to teach several activities from each unit during the nine(9) week period.
3. The teachers may target several activities (2-4) to teach during the nine(9) week period. Or, the teacher may wish to teach one or two activities from each of the four(4) units during each nine(9) week period. Pre-testing should always be done before introducing and activity; post-testing should be done immediately following the instructional period.
4. Homework strategies should be incorporated with each activity. Homework strategies provide community application of all skills and can be used when community based teaching is not possible.
5. Include daily instructional time for mobility training and fitness activities into all units. This is especially important with Creative Arts activities and recreational games.



SPORTS & FITNESS

SPORTS & FITNESS:
PHYSICAL FITNESS

GOAL STATEMENTS: The student will complete five(5) exercises independently. The student will be able to perform exercises with a video tape and/or exercise instructor.

ASSESSMENTS:

1. Observe if a student can follow a model, verbal or pictoral directions.
2. Determine student's fitness levels in terms of flexibility, strength, and endurance.

LEAD UP STRATEGIES:

LEAD UP STRATEGIES:

1. Observe exercise classes at the YMCA, health clubs, etc..
2. Watch exercise shows on television.
3. Take pictures of each other performing exercises.

MODIFICATIONS/EXPANSIONS:

1. Require partial participation in exercise difficult to perform.

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. Using visual and verbal cues, the student will be able to imitate five(5) different exercises.
2. The student will be able to perform the following modified exercises with a model:
    a) sitting toe/chin touches 10 times
    b) abdominal crunches 10 times
    c) side leg lifts 5 times each leg
    d) walk in place/jogging on the mini trampoline 1-2 minutes
    e) arm circles 10 times - direction (forward/backward)

LEVEL II (Full Participation)

1. Using a visual/model/pictorial cue, the student will be able to perform the following exercises:
    a) sit-ups ___ times
    b) modifies push-ups ___ times
    c) leg circles ___ times
    d) achilles heel stretch ___ times
    e) leg extension on all fours ___ times
    f) walk/jog ___ minutes
    g) jumping jacks ___ times.
2. The student will be able to exercise with a record or video tape and/or instructor, adapting the exercise when necessary.

HOMEWORK STRATEGIES:

1. Send exercise sheets home.
2. Attend exercise classes in the community.
3. Exercise at home with a friend or family member.
4. Bring in exercise records/videos.
5. Visit a health club.

PHYSICAL FITNESS

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others exercise.
2. Wears appropriate clothing.
3. Stand in place where told for exercising.
4. Looks in direction of instructor.
5. Performs the following:
   a) stand up
   b) sit down
   c) lie down.
6. Holds arm out straight to prepare for arm circles(for 5-15 seconds)
7. Imitates forward arm circles.
8. Completes 10 forward arm circles.
9. Imitates backward arm circles.
10. Completes 10 backward arm circles.
11. Sits on floor in a "V" position.
12. Touches knee/foot, 5 times, using hands.
13. Stands up.
14. Steps up on mini trampoline with/without assistance.
15. Stands on mini trampoline and maintains balance for 30 seconds.
16. Walks in place 10 steps, while on a mini trampoline holding onto a rail or another person.
17. Walks in place on a mini trampoline unassisted.
18. Jogs in place 1 minute, while on a mini trampoline.

continued, next page........

	STUDENTS NAMES			
pre/post	pre/post	pre/post	pre/post	pre/post

TOTALS......

PHYSICAL FITNESS

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

STUDENTS NAMES

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I continued.........	pre/post	pre/post	pre/post	pre/post	pre/post
19. Jumps in place 1 minute, while on a mini trampoline.					
20. Jogs in place 10 minutes, while on a mini trampoline.					
21. Safely steps down off a mini trampoline.					
22. Lies down on back.					
23. In supine position with knees bent and arms across chest, lifts head off the floor 20°.					
24. Lifts head and shoulders off floor.					
25. Lifts head and shoulders off floor slowly - 10 times.					
26. Lies on side.					
27. Lies on side, and lifts top leg 30° and lower.					
28. 10 repetitions of a leg lift.					
29. Rolls over, repeats with other leg.					
30. Performs each exercise with a teacher demonstrating.					
31. Performs all 5 exercises consecutively.					
32. Performs all 5 exercises at home and keeps chart of program					
LEVEL II (FULL PARTICIPATION)					
1. Wears appropriate exercise clothing and shoes.					
2. Positions self in an appropriate place to exercise.					
3. Looks in direction of the instructor/video monitor.					
CONTINUED, NEXT PAGE.......					
TOTALS......					

PHYSICAL FITNESS

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II CONTINUED......	pre/post	pre/post	pre/post	pre/post	pre/post
PERFORMS THE FOLLOWING EXERCISES, USING A MODEL:					
4. Arm swings, 10 times.					
5. Side stretches, 10 times.					
6. Standing toe touches, 10 times.					
7. Sit-ups, 10 times.					
8. Push-ups, modified, 10 times.					
9. Leg circles inside, 10 times.					
10. Positions self on all fours and extends leg sideways or back, 10 repetitions each leg.					
11. Jog/walk in place for 1 minute, 2 minutes.					
12. Demonstrates correct achilles heel stretch, 10 repetitions each leg.					
13. Walks/jogs forward/backward and sideways, 4 steps; 4 times.					
14. Jumps in place, feet together.					
15. Jumps in place alternating swinging one foot forward, 10 repetitions.					
16. Jumping jacks - 10 times.					
17. Performs exercises using an exercise sheet with pictures.					
18. Places exercise tape/music into recorder/record player.					
19. Operates record player/video.					
20. Imitates 50% of the exercises on the video instructor.					
21. Imitates 90% of the exercises.					
22. Walks/jogs in place as an alternative to some exercises.					
23. Modifies exercises as necessary.					
24. Follows the tape/record without an instructor.					
continued, next page......					
TOTALS......					

PHYSICAL FITNESS

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II Continued........	pre/post	pre/post	pre/post	pre/post	pre/post
25. Performs same exercise tape/ record at home.					
26. Completes exercise sheets at home.					
27. Measures and weighs self.					
28. Names specific muscle groups.					
29. Exercise along with a televised exercise show.					
TOTALS......					

SPORTS & FITNESS
WEIGHT LIFTING

GOAL STATEMENTS: The student will lift weights independently from the floor, press weights from a bench and do arm curls, using weights.

ASSESSMENTS:

1. Observe if the student can follow a model, verbal and/or pictoral cues.
2. Establish baseline strength for the three designated exercises.
3. Administer entry/exit skills checklist.

LEAD UP STRATEGIES:

1. Watch body building or weight lifting on T.V..
2. Visit and observe a health spa or gym.
3. Invite a weight lifter to visit your class and discuss body building.
4. Bring pictures of weight lifting equipment for students to look at and identify.
5. Observe school weight lifting team activities.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others lifting weights.
2. The student will be able to perform warm up exercises with assistance.
3. The student will be able to perform three(3) designated exercises wearing a 2-3 lb. wrist weight:
   a) arm lift while standing
   b) arm lift while in supine
   c) arm circles.

LEVEL II (Full Participation)

1. The student will be able to perform a free weight lift, using proper technique, proper grip, and a ____ lb. weight.
2. The student will be able to perform a bench press using the proper technique at ____ lbs..
3. The student will be able to perform bicep curls correctly with a ____ lb. weight.

HOMEWORK STRATEGIES:

1. Have students observe family members lift weights at home.
2. Visit and join a gym or health spa.
3. Join a class in weight lifting at YMCA, YWCA, exercise health clubs.
4. Creates a weight routine at home, using modified equipment if necessary.
5. chart increased weights and/or repetitions over time.
6. Involve family and friends in weight lifting activities.

WEIGHT LIFTING

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observes others lifting weights.					
2. When observing others stands or sits out of the way.					
3. Performs warm-up exercises. (SEE PHYSICAL FITNESS)					
4. Places 1 lb. wrist weights on each wrist.					
5. Lifts arms up over head, using 1 lb. wrist weight.					
6. Performs 10 repetitions of arm lifts.					
7. Stands in straddle position, knees slightly flexed.					
8. Touches toes wearing 1 lb. wrist weights.					
8b. Performs 10 repetitions of toe touches.					
9. Lays on floor/bench in supine position					
10. In supine, pushes arm up straight using 1 lb. wrist weights, 10 repetitions.					
11. Stands up upon request.					
12. Performs arm curls using 1 lb. wrist weights, 10 repetitions.					
13. Performs exercises above using a 2½ lb. wrist weight.					
14. Performs exercises 3 through 12 with verbal cues only.					
continued, next page.......					
TOTALS......					

WEIGHT LIFTING
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS **ENTRY/EXIT CHECKLIST**	**STUDENTS NAMES**				
LEVEL II (FULL PARTICIPATION)	**pre/post**	**pre/post**	**pre/post**	**pre/post**	**pre/post**
1. Identifies barbell and other weight equipment.					
2. Performs warm-up exercises independently.					
3. Assumes basic stance for lifting free weights. (feet apart, toes under barbell, knees bent, back straight)					
4. Using overhand grip, lifts barbell to knees, hips then over head.					
4b. Does 10 repetitions from waist to over head and then places bar back on the floor.					
5. Places two 5lb. weights on the barbell.					
6. Lifts barbell with 5lb. weights from floor to knees and back to floor.					
7. Lifts barbell with 5lb. weights from floor to waist and to floor.					
8. Lifts barbell with 5lb. weights from floor to over head(10 x's) and return to floor.					
9. Laying on bench, presses barbell (with no weights) up (arms straight) and returns to chest, 10 repetitions.					
10. Laying on bench, pushes barbell up and down to chest, with 5lb. weights, 10 repetitions.					
11. Laying on bench, pushes 7/10 lb. weights up and to chest, 10 repetitions.					
12. Using 1 lb. hand weight in right hand, curls arm up and touching weight to shoulder, 10 repetitions.					
continued, next page...... TOTALS......					

WEIGHT LIFTING
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS **ENTRY/EXIT CHECKLIST**	STUDENTS NAMES				
LEVEL II continued......	pre/post	pre/post	pre/post	pre/post	pre/post
13. Using 1 lb. hand weight in left hand, curls arm up and touches weight to shoulder, 10 repetitions.					
14. Using 2 lb. hand weights, performs arm curls, touching weights to shoulder, 10 repetitions each arm.					
15. Performs arm curls using 2 lb. weights, 10 repetitions, each arm.					
16. Increases weight amount in all three exercises.					
17. Performs circuit training routine with assistance. (Moves from one exercise station to the next, doing required number of exercises)					
18. Performs circuit training routine independently.					
19. Counts number of repetitions and sets: a) with assistance b) with modifications c) independently.					
20. Charts the number of lifts, pushes and curls including weight used, (at each station or on a master card list).					
21. Assembles equipment needed in the weight program (with assistance or independently).					
22. Learns names of different muscle groups.					
23. Performs weight routine at home/community.					
TOTALS......					

SPORTS & FITNESS:
WALKING/JOGGING*

GOAL STATEMENTS: The student will independently walk for exercise for 10-20 minutes.

ASSESSMENTS:

1. Assess student's posture, gait and response to people in the community.
2. Assess student's street crossing skills.
3. Assess student's orientation abilities as far as directions(locating home, school, etc.).
4. Administer walking ecological inventory.
5. Administer entry/exit checklist.

LEAD UP STRATEGIES:

1. Observe walkers/joggers at a road race.
2. Role play interactions with strangers.
3. Go to the park, track, levee and in own neighborhood to observe others walk/jog.
4. Attend training seminars on how to correctly walk for fitness(put on by local hospitals).

MODIFICATIONS/EXPANSIONS:

*All objectives and skills can be modified for a jogging program.

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to dress appropriately for walking.
2. The student will be able to walk for ____ minutes when accompanied by a model.
3. The student will be able to walk 1/4(1/2) mile in ____ minutes.
4. The student will be able to look at and identify scenery on a walk.
5. The student will be able to walk independently in the neighborhood, demonstrating appropriate safety practices as far as traffic and strangers.

LEVEL II (Full Participation)

1. The student will be able to walk 1/2(1) mile in 15(30) minutes.
2. The student will be able to orient self in the neighborhood by identifying landmarks, streets, destination, etc..
3. The student will be able to chart his/her exercise program, (time and frequency).

HOMEWORK STRATEGIES:

1. Walk around the block.
2. Time walk around block.
3. Send homework assignments home and have the student chart on a calendar, the days they walked.
4. Observe walking at a road race.
5. Attend exercise programs in the community: 1) Walking/jogging races, 2) Community Park & Recreation classes, and 3) YWCA programs
6. Have the student invite a friend or family member to participate in walking program.

WALKING/JOGGING

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

____
Adapted Physical Education Teacher

____
School

____________ ____________
Pre Test Date Post Test Date

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)					
1. Observes others walking.					
2. Wears appropriate walking/jogging clothing and shoes for exercise and weather conditions					
3. Completes 5 minute warm-up stretches following instructor's directions/model/physical assistance; (arm circles, sitting toe touches, ankle rotations, etc.).					
4. Walks slowly next to someone for 5/10/15 minutes without stopping.					
5. Walks next to someone for 1/2 mile.					
6. Walks with heel striking ground first.					
7. Observes and maneuvers over and around rough ground surfaces(i.e., tree roots, uneven walkways, curbs, etc.) while maintaining balance.					
8. Stands erect when walking.					
9. Identifies strangers, neighbors and community workers.					
10. Responds appropriately to sound and signals within the community.					
11. Crosses streets safely.					
12. Does not respond to stranger who initiates conversation.					
continued, next page......					
TOTALS......					

WALKING /JOGGING

continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS **ENTRY/EXIT CHECKLIST**	**STUDENTS NAMES**				
	pre/post	**pre/post**	**pre/post**	**pre/post**	**pre/post**
LEVEL I continued.....					
13. Identifies starting point and route of walk.					
LEVEL II (FULL PARTICIPATION)					
1. Completes a 5 minute warm-up exercise routine, (i.e., stretches arms, side, legs, etc.) independently.					
2. Distinguishes between walking leisurely and briskly (slow/ fast).					
3. Walks briskly with heel striking the ground first and good long stride.					
4. Walks briskly with arms swinging at side correctly, (i.e., right arm forward and left leg forward, etc.).					
5. Observes for other walkers/ joggers and steps out of their way.					
6. Appropriately crosses all streets and intersections.					
7. (8-10: Times self on track or marked distance area)					
8. Turns on and off stop watch correctly.					
9. Walks/jogs for 1/2 mile without stopping, using a stop watch to time self.					
10. Walks/jogs for 1 mile, without stopping, using a stop watch to time self.					
11. Repeats 9 and 10 counting laps or using a lap counter to indicate number of laps.					
continued, next page......					
TOTALS......					

WALKING/JOGGING

continued.,.

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS **ENTRY/EXIT CHECKLIST**	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL II continued......					
12. Jog/walks for 8 laps, using a counter, then stops.					
13. Walks/jogs 1/2 mile in 15 minutes.					
14. Walks/jogs 1 mile in 30 minutes					
15. Orients self in neighborhood by identifying streets or landmarks on route.					
16. Maps out route to a specific destination; follows it to chosen location.					
17. Returns to starting point within allocated time frame.					
18. Charts frequency(time) of walking on calendar.					
19. Participates in a daily walking program at home.					
SUPPLEMENTAL FOR JOGGING					
20. Demonstrate correct posture when jogging (head, trunk, arms).					
21. Uses proper leg action when jogging.					
22. Positions feet in proper alignment while jogging.					
23. Moves arms in alternate back and forth motion.					
24. Breathes rhythmically while jogging.					
25. Paces self.					
26. Understands benefits of jogging.					
TOTALS......					

STUDENT NAME ____________________ SCHOOL ____________________

WALKING ECOLOGICAL CHECKLIST

COMMUNITY

	Entry	Date Completed	Comments/Modification
PREPARATION			
1. Check weather conditions. (Be sure weather is appropriate for walking)			
2. Dresses appropriately for walking in the community. (Flat shoes, casual clothing, sweater/jacket, if needed)			
3. Indicates to home companion that he/she is going for a walk, where, and approximately how long.			
WALKING			
4. Locates exit			
5. Open door			
6. Walks down steps			
7. Walks on different surfaces a. sand b. grass c. shells d. concrete e. uneven concrete f. across tree root areas g. gravel h. dirt path i. brick surface			
8. Steps up, down and over objects. a. steps over holes in walking area b. steps up on curbs c. steps down from curbs d. steps over drainage ditches e. steps up and down 3 steps f. steps over door jam strip			

Walking Ecological Checklist - Community

	Entry	Date Completed	Comments/Modification
9. Observing where he/she is walking.			
a. looks ahead			
b. looks down			
c. looks to both right and left			
d. looks to be sure way is clear before crossing driveways and streets			
e. observes street lights and crosses only when way is clear (traffic has stopped) and light is green and/or on walk signal			
f. observes for low hanging tree limbs and avoids			
g. observes for loose unfamiliar pets and avoids			
h. observes for bike riders and avoids his/her path			
i. returns greeting to familiar, others who speak first			
JUDGEMENTS/SAFETY			
10. Observes time and returns home before dark or on time stated before leaving.			
11. Does not talk to strangers			
12. Says hello to known neighbors and friends.			
13. Judges street is safe to cross.			
14. Judges changing weather conditions and returns home if storm appears.			
15. Judges how far to walk and ability to return on own.			
16. Stays in own familiar neighborhood.			
ENDING			
17. Goes home at approximate time stated to return.			
18. Puts away belongings.			
19. Tells home companion that he/she is back.			

SPORTS & FITNESS: SELF DEFENSE

GOAL STATEMENTS: The student will demonstrate one to four self defense moves and describe how to avoid dangerous situations and call for help.

ASSESSMENTS:

1. Determine if the student can cognitively discriminate between a safe and dangerous situation.
2. Administer Self Defense entry/exit skill checklist.

LEAD UP STRATEGIES:

1. Observe a self defense class.
2. Observe a self defense movie.
3. Visit a karat and/or judo class.
4. Invite a police officer to class and demonstrate self defense practices.

MODIFICATIONS/EXPANSIONS:

References: Women Against Crime
3800 Howard Ave.
New Orleans, LA. 70140
Phone: 586-3757

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. Demonstrates not talking to strangers and asking assistance from appropriate persons.
2. Describes and demonstrates safe areas to walk in and around school, home and community.
3. Demonstrates how to yell for help when in a dangerous situation and how to get free from an attacker.

LEVEL II (Full Participation)

1. Describes potentially dangerous attack situations to avoid at home, and in own neighborhood.
2. Demonstrates and describes how and who to call for help in different environments.
3. Demonstrates one to three ways to break free from a front-on and a rear attack, and run for help.

HOMEWORK STRATEGIES:

1. Identify potentially dangerous situations at home and in own neighborhood.
2. Practice good self defense methods at home with family and friends.
3. Practice self defense moves with family members and friends.
4. Join a self defense or karate class.

SELF DEFENSE

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others demonstrating self defense moves.
2. Demonstrates and/or describes how and who to ask for assistance.
3. Demonstrates (a set up situation) not talking to strangers.
4. Demonstrates and/or describes safe areas to walk around at home and in the neighborhood.
5. Demonstrates how to blow a whistle for HELP.
6. Demonstrates how to yell for HELP.
7. Describes situations appropriate to yell and/or whistle for HELP.
8. Demonstrates how to get free from an attacker by using one to four of the following methods:
   a) Hit with knee to groin
   b) Kick instep and/or shin
   c) Choke
   d) Yell and scream for HELP
   e) Run from area.

LEVEL II (FULL PARTICIPATION)

1. Describes potentially dangerous attack situations at home.
2. Describes prevention methods to use at home.
3. Describe prevention measures to use in own neighborhood and community.
4. Demonstrates how to blow a whistle and yell for HELP.

Continued, next page............

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

SELF DEFENSE
continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL II (FULL PARTICIPATION) continued...........					
5. Demonstrates how to break free of a front-on attack, using one to three of the following methods: a) Scream b) Scratch and gouge c) Kick to groin d) Punch to the temple e) Punch to the neck f) Throw to the ground g) Kick to shin/instep					
6. Demonstrate how to break free from a rear attack using one to three of the following methods: a) Scream b) Turn and hit c) Reach back and grab (hard) the attacker's groin d) Reach back and hit (hard) the attacker's groin e) Elbow jab to the stomach f) Throw to the ground					
7. After breaking free from hold, demonstrates running away for HELP.					
8. Demonstrates and describes how to call for HELP in different environments: a) Scream b) Call Police c) Yell to family member, friend or companion.					
TOTALS......					

FACE TO FACE ATTACK

Situation: Your arms pinned to side by attacker's arms.

Action: Steps:

1. Grab his clothes at hips (never higher than waist) with both hands
2. Push him away from you slightly as you,
3. Step backward on your right leg (left knee bending slightly)
4. Pull him toward you as you,
5. Knee him in the groin.

Situation: The attacker has his arms around your waist.

Action: Steps:

1. Raise your arms to shoulder level at sides of body
2. Strike him in the temples with base of palms
3. Drop left hand to grab shoulder while,
4. Pushing upward HARD over his chin and nose with right hand forcing his head back
5. Drop right hand to other shoulder as you,
6. Step back on right foot - left knee bending slightly
7. Pull him toward you as you,
8. Knee groin
9. Push down with both hands on his neck (as his head comes toward you)
10. Step back again on right leg
11. Knee groin.

Situation: The attacker grabs your shoulder or arm.

Action: Steps:

1. Place your hand firmly around his hand
2. Angle his hand backward (toward your throat) as you,
3. Swing your left elbow up - over - and lock it over his arm
4. Push straight down (toward your toes) at same time,
5. Twist hand of attacker.

Situation: The attacker is choking you.

Action: Steps:

1. Raise arms at shoulder level to sides of body
2. Bring arms under and up between his arms (near his wrists), breaking his grasp - as near forearms as possible
3. Drop hands to grab shoulders as you,
4. Step back with your right leg and then,
5. Pull him toward you as you,
6. Knee groin.

OR

Action: Steps:

1. Bring your right hand up (under his arm)
2. Flick your wrist to,
3. Slap his face with back of your hand - then with same hand,
4. Grab his wrist or hand, twisting and angling it
5. Bring your left arm straight out - up - over - and straight down over his arm.

FACE TO FACE (continued....)

Situation: The attacker grabs your clothes (at chest) with both his hands.

Action: Steps:

1. Grab his sleeve (or arm) underneath (just above his elbow) with your left hand
2. Bring his elbow inward toward your stomach as you,
3. Step forward on right foot so you are in front of him between his feet
4. Lean slightly forward as you,
5. Pull him toward you and
6. Swing your right leg back against his legs
7. Throwing him.

Situation: The attacker snatches your purse shile you are hanging on.

Action: Steps:

1. Step forward toward him on foot opposite purse
2. Bend knee slightly and,
3. Aim knee at the point where you want to knee him in the groin
4. Bring other knee forward and up and,
5. Snap foot out to hit groin.

OR

Action: Steps:

1. Step forward (foot turned at right angle)
2. Bring knee up with foot swinging inward (toward other leg)
3. Snap foot out to hit groin.

OR

Action: Steps:

1. Step forward turning foot sidewards (right angle)
2. Swing hip slightly
3. Snap leg straight out sideward
4. Kick groin (from the side)

ATTACKED FROM REAR

Situation: Attacker grabs you from behind.

Action: Steps:

1. Reach back and grab groin or
2. Reach back and hit groin hard with hand as you step slightly sideward.

Situation: Attacker grabs you from behind and his arms are around your chest.

Action: Steps:

1. Crouch down (bending knees slightly) as you
2. Stretch arms straight out in front of you (body straight) thus lowering yourself out of his grasp) and,
3. Step slightly sideward
4. Bring hand (right) up along his leg to groin
5. Strike groin HARD with back of your hand.

ATTACKED FROM THE REAR (continued....)

Situation: The attacker grabs you from behind with his arms around your waist.

Action: Steps:

1. Grab your right fist with left hand, and using both, jab elbow into his stomach.

OR

Action:

1. Grab one of his fingers bending it backward as you step slightly sideward
2. Hit groin with back of hand.

ATTACKED FROM THE SIDE OR COMING UP FROM BEHIND

Situation: Attacker grabs your wrist.

Action: Steps:

1. Bend your arm
2. Hook your elbow (& forearm) over his arm (near his elbow)
3. Lean slightly toward him as you,
4. Twist your wrist out of his grasp
5. Strike groin with back of that same hand.

OR

Action: Steps:

1. Grab his hand firmly with your left hand
2. Swing palm of your right hand inward and under (turning palm toward his face) then,
3. Grasping his wrist
4. Bear straight downward toward ground with strength of left arm (your elbow is bent and forearm straight out)

Situation: The attacker has his arm around your shoulder.

Action: Steps:

1. Step close and elbow his lower ribs, then as his hand slides to the near side of your neck and is flat against your shoulder blade in front (his fingers straight out - thumb down)
2. Grab his hand (or wrist) with your left hand (keeping his arm straight)
3. Bring your right arm straight up - over his arm (near shoulder)
4. Bear straight downward (toward toes)

SPORTS & FITNESS: WATER EXERCISES

GOAL STATEMENTS:

1. The student will relax and exercise legs and arms while in the swimming pool.
2. The student will be able to pass practice water safety and/or survival swimming skills.

ASSESSMENTS:

1. Observe and determine if the student is afraid of the water.
2. Determine if student can walk in the water, maintaining balance.
3. Determine if student can put his/her face in the water and hold his/her breath.

LEAD UP STRATEGIES:

1. Observe others at the pool/lake swimming.
2. Look at pictures of people in hot tubs.
3. Practice putting face in water, blow air out of mouth slowly.
4. Practice non-swimming rescue techniques.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others in a pool and follow safety regulations.
2. The student will be able to walk in waist deep water while holding the side of the pool.
3. The student will be able to relax in a supported supine(prone) position in the pool.
4. The student will be able to extend an arm, leg or reaching device to rescue the victim.

LEVEL II (Full Participation)

1. The student will be able to ask for and put on a life vest if he/she is a non-swimmer.
2. The student will be able to move arms and legs in specific exercises while holding on to the side of the pool.
3. The student will be able to demonstrate breath control and bobbing.
4. The student will be able to demonstrate the following floats and return to a standing position:
   a) survival float, b) prone float, c) supine float.
5. The student will be able to demonstrate locomotion and change of direction in prone(supine) position.
6. The student will be able to demonstrate non-swimming rescue techniques (arm and leg extension, reaching extension, and wading assists).

HOMEWORK STRATEGIES:

1. Practice exercises at home in a bathtub.
2. Visit a health spa with hot tub and/or pool.
3. Practice exercises in a pool wearing a life vest if necessary.

WATER EXERCISES

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

	STUDENTS NAMES				
SKILLS ENTRY/EXIT CHECKLIST					
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts) USING LIFE JACKET	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observe others swim.					
2. Sit at edge of pool with feet in the water.					
3. Sit at edge of pool, with legs in the water.					
4. Stands in waist deep water, with adult assistance.					
5. Walk in waist deep water, with adult assistance.					
6. When supported on the back, will lay in the water in a relaxed position.					
7. When moved through the water, he/she will remain in supported supine position.					
8. Will allow an adult to move his/her arms, while laying on his/her back.					
9. Will allow an adult to move his/her legs, while laying on his/her back.					
10. Moves arms up and down, along side of the body, while in a supported, supine position.					
11. Kicks/moves feet in water while in a supported supine postion.					
12. Walks in water waist deep, maintaining balance, holding on to the side of the pool.					
continued, next page.......					
TOTALS......					

WATER EXERCISES

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL I (Partial Participation) WEARING LIFE JACKET (continued...)					
13. Repeat items 6-11 in a supported prone position.					
14. Perform arm and leg extension rescues, while practicing student safety procuedures.					
15. Perform arm, leg reaching extension rescues correctly.					
LEVEL II (Full Participation) USING LIFE JACKET					
1. Put on a PFD/life jacket within three attempts.					
2. Ask for and put on a PFD upon entering pool area.					
3. Enter water from sitting position or by using stairs.					
4. Move arms in arm circles,push/pulls and breast stroke pulls while standing next to the edge of the pool.					
5. Move legs in leg lifts, leg circles, and kicks while holding on to the side of the pool.					
6. Holds breath and place face in water, holding onto the edge of the pool or another person.					
7. Place face in water and exhale.					
8. Inhale, submerge and exhale 10x's rhythmically.					
9. Hold breath and demonstrate a jelly fish float and recovery a) with assistance, b) without assistance.					
10. Demonstrate a supine float (arms overhead, chin up) and recovery a)with assistance, b)without assistance.					
TOTALS......					

WATER EXERCISES

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (Full Participation) WEARING LIFE JACKET (continued...)	pre/post	pre/post	pre/post	pre/post	pre/post
11. Demonstrate a prone float and recovery by extending the jellyfish float position, a) with assistance and b) without assistance.					
12. Float on back, roll to a prone position and recover.					
13. Prone float, roll to back and recover.					
14. Demonstrate a prone glide and recover.					
15. Demonstrate a prone glide with a flutter kick.					
16. Glide forward while kicking and turn right/left.					
17. Repeat 14,15, and 16 in supine.					
18. Demonstrate a combined stroke using arms and legs, a)prone, b)supine.					
19. Float in a survival position for ____ minutes.					
20. Perform arm and leg extension to a victim (keep weight low, lean backwards).					
21. Extend a pole, board, or ring buoy to a victim (keep weight low, lean backwards).					
22. Wade out to assist a victim, using a pole (waist deep water, weight low, no personal contact).					
23. Participate in an adult, beginning swimmer course.					
24. Participate in a swimmastics exercise program.					
TOTALS......					

SPORTS & FITNESS:
VITA COURSE

GOAL STATEMENTS: The student will be able to complete a school circuit training course or a community VITA course independently.

ASSESSMENTS:

1. Observe if the student can imitate pictorial directions.
2. Observe if the student can modify activity, based on physical abilities.
3. Observe if the student can model a peer.

LEAD UP STRATEGIES:

1. Observe school physical education fitness class.
2. Go to a VITA fitness course and observe others.
3. Observe others exercising at the local park and recreation playgrounds, YMCA, YWCA.
4. Review circuit used in "Physical Fitness" activity.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe students completing a VITA course by walking to each station.
2. The student will be able to perform 3 (list stations) of the 10 stations with assistance while walking the entire course.
3. The student will be able to perform 7 of the 10 exercise stations. (list stations)

LEVEL II (Full Participation)

1. The student will be able to imitate 7 of the 10 exercise pictures for each station (calf stretch, toe touch, sit-ups, arm circles, jumping jacks, step-test, bar hang, leg lifts, push-ups and jumping).
2. The student will be able to perform 4 warm-up exercises/stretches and routinely warm us before exercising.
3. With a model, the student will be able to complete a VITA course by performing 80% of the exercises and walking briskly between each station.

HOMEWORK STRATEGIES:

1. Locate closest VITA course in neighborhood.
2. Go to local VITA course and do exercises with family members.
3. Identify exercises used in this VITA course.
4. Attend exercise classes at local park, YMCA, YWCA, and gym.

VITA COURSE

____
Adapted Physical Education Teacher

____
School

____________ ____________
Pre Test Date Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

pre/post	pre/post	pre/post	pre/post	pre/post

LEVEL I (Partial Participation) with minimal verbal cues and/or prompts)

1. Observes others exercising on the VITA course.
2. Walks slowly from station ONE through to last station with someone.
3. Identifies the location of each station.

IMITATES ANOTHER PERSON'S MODEL, FOLLOWS VERBAL CUES AND USES MINIMAL PHYSICAL PROMPTS FOR EACH OF THE FOLLOWING EXERCISES:

4. Toe touches, 1-10 repetitions.
5. Sit-ups/abdominal crunches, 1-10 repetitions.
6. Steps up on blocks/steps, 1-10 repetitions each leg.
7. Hangs from bar for 1 second, 5 seconds.
8. Air circles, 1-10 repetitions.
9. Jumping jacks(modify as necessary).
10. Sitting leg lifts, 1-10 repetitions.
11. Push-ups(modify as necessary).
12. Completes other ____________ exercises not listed above.
13. Walks quickly from one station to the next with someone.

continued, next page.......

TOTALS......

VITA COURSE

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL I (continued....)	pre/post	pre/post	pre/post	pre/post	pre/post
14. Performs each exercise with only a model 50% correctly.					
15. Recognizes last exercise station.					
16. Performs exercises with verbal cues only.					
LEVEL II (FULL PARTICIPATION)					
1. Completes warm-up stretches: (bent knee toe touches, torso twist, arm swing, and stretch, side stretch).					
2. Locates first exercise station.					
3. Looks at written and pictoral directions posted.					
4. Goes to correct equipment in area.					
5. Gets into correct starting exercise position as pictured on the station.					
6. Performs the following exercises pictured at each station, with a model:					
a- toe touch					
b- hang from bar					
c- step up on post, 10x's each leg					
d- sit-ups, abdominal crunch 10 repetitions					
e- forward/backward arm circles 10x's each way					
f- jumping jacks					
g- sitting leg lifts					
h- push ups(modifiy if necessary)					
i- calf stretch					
continued, next page......					
TOTALS......					

VITA COURSE

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL II (FULL PARTICIPATION

CONTINUED......

7. Walk/jogs between each station.
8. Walks/jogs to station next in sequence.
9. Counts or uses wrist counter in order to do correct number of exercises.
10. Correctly does the exercises pictured at each station.
11. Independently does the exercises pictured at each station.
12. Exercises on a VITA course in his/her neighborhood.

SUPPLEMENTAL

13. Knows how to take pusle.
14. Identifies resting heart rate and active heart rate.
15. Knows muscle groups benefited by each specific exercise.

FOR STUDENTS WITH PHYSICAL DISABILITIES, ELIMINATE
#'S ____, ____, ____, ____, ____,
AND ADD THE FOLLOWING OBJECTIVES:

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

VITA COURSE

STUDENT NAME ______________

FITNESS COURSE	Entry	Date Completed	Comments/Modification
Preparation:			
1. Locate nearest exercise course			.Ask friend to assist .Determine accessibility of course for wheelchair (w/c) or ask for specific w/c course.
2. Obtain directions to park/exercise course when appropriate			.Ask a friend to go with you
3. Schedule time to work out			.Bring a towel if necessary to sit for some exercises
4. Arrange transportation if necessary			
5. Dress in appropriate clothing			
Transition:			
6. Travel safely to park			.Ask friend/parents for assistance to get to course
7. Locate fitness area in park			
Performance of Activity:			
8. Walk course first without doing exercises as a warm-up . locate beginning of course			
9. Perform appropriate stretching activities: .Torso twist and hold .Bent knee, toe touch .Arms behind back and hold .Wall lean			
10. Remove jacket after warm-up, when appropriate			
11. Begin at station(1) when appropriate			
12. Follow exercise instruction, either pictorial and/or written			.Problem solve: Adapt exercise for w/c users or sit on ground. If unable to perform exercise, advance to next station
13. Pick appropriate level of exercise when difficulty of progression is used			
14. Step into appropriate exercise area and assume correct body position			.Lock brakes and adjust chair for exercise

VITA COURSE

FITNESS COURSE	Entry	Date Completed	Comments/Modification
15. Locate and advance to next exercise station			
16. Complete course . if becoming overtired, rest or stop			
17. While advancing from station to station be aware that faster jogger may be using the course-move to the appropriate side of the course to allow them to pass			.When moving up behind someone, let that person know you are passing, when appropriate
18. "Cool Down" appropriately to prevent muscle soreness . Walk for at least 5 minutes after completing course			
19. Gathers belongings			
20. Returns home safely			
Judgement:			
21. Leave course at completion of exercises or when overtired			
22. Avoid animals that might not be friendly			
23. Leave course if weather conditions become bad			
24. Leave course if any threatening conditions arise			
Communication:			
25. When meeting others on the course interact appropriately - nod head, do not talk unless familiar with person			
26. Ask for assistance with exercise when appropriate			
27. Ask for assistance in finding the beginning of the course			

VITA COURSE

	Entry	Date Completed	Comments/Modification
Advanced Skills:			
28. Understands necessity of warm-up			
29. Monitor pulse rate to determine end of warm-up (120 pulse rate) and stress level (120 - 140)			
30. Utilize pulse rate to determine when reaching exercise stress level (120 - 140)			
31. Chart exercise pulse rate			
32. Jog from station to station when appropriate			

SPORTS & FITNESS:
BADMINTON

GOAL STATEMENTS: The student will play a game of badminton, using correct grip and three different strokes.

ASSESSMENTS:

1. Observe the student and determine if he/she can follow directions and grip/swing a racket.
2. Observe the student and determine if he/she can move forward, backward, side to side, diagonally and stop quickly.
3. Observe student for eye-hand coordination to hit an object with a racket.

LEAD UP STRATEGIES:

1. Observe a physical education badminton class.
2. Develop visual tracking and eye-hand by using modified equipment (larger rackets, balloons, larger birdies, etc.).
3. Practice hitting suspended birdies.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to watch others playing badminton.
2. The student will be able to hold a racket and make contact (___ out of ___ times) with a birdie hit directly to him/her.

LEVEL II (Full Participation)

1. The student will be able to grip a badminton racket and serve a birdie. (into correct service court)
2. The student will be able to return a badminton birdie over the net using a forehand clear (___ out of ___times).
3. The student will be able to volley a birdie successfully ___ times consecutively.
4. The student will be able to play a game of badminton.

HOMEWORK STRATEGIES:

1. Practice correct grip and swing at home.
2. Practice hitting balloons, with consecutive hits.
3. Visit a sporting goods store to look at badminton equipment.
4. Invite family members and friends to play backyard badminton.

BADMINTON

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others playing.
2. Wears appropriate badminton clothing.
3. Picks up racket and holds at handle.
4. Uses correct overhand grip.
5 Swings racket using forehand swing.
6. Swings racket using overhand swing.
7. Swings racket using underhand swing.
8. Hits a suspended birdy with a racket.
9. Hits a birdy, tossed directly to him/her using correct swing, (no net).
10. Moves toward birdy, tossed in front, hits the birdie and prepares for next move.
11. Moves from side to side toward tossed birdy and hits it.
12. Hits the birdy using correct swing and movement to another opponent. (no net)
13. Rallys the birdy with an opponent without a net.
14. Performs activities 1-13 with verbal cues only.

continued, next page.......

	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

BADMINTON

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
	pre	post	pre	post	pre	post	pre	post	pre	post
LEVEL II (Full Participation)										
1. Identifies/gathers badminton equipment.										
2. Correctly grips the racket, using overhand grip.										
3. Keeps watching the birdy.										
4. Performs an overhand stroke with weight transfer and follow through.										
5. Drops and hits birdy with an overhand swing.										
6. Drops and hits birdy over the net with an underhand swing.										
6-10, GIVEN A TOSSED OR EASILY HIT BIRDY, ...										
7. Hits the birdy using forehand swing.										
8. Hits the birdy using overhand swing over the net.										
9. Hits the birdy using underhand swing over the net.										
10. Moves forward toward the birdy quickly and prepares to swing.										
11. Moves forward, backward, sidewards toward the birdy and hits it over the net.										
12. Moves to center court after each hit.										
13-14 GIVEN A BIRDY HIT BY AN OPPONENT,......................										
13. Moves toward birdy and hits the birdy using correct swing over the net.										
14. Rallys the birdy 2-4 times.										
15. Correctly serves the birdy into the opponent's court.										
16. Hits the birdy using backhand swing.										
TOTALS......										

Continued, next page........

BADMINTON

CONTINUED.....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (continued......)	pre/post	pre/post	pre/post	pre/post	pre/post
17. Identifies winner/loser of each point.					
18. Follows rules and etiquette of badminton.					
19. Understands and determines service rotation.					
20. Plays a game of badminton.					
21. Identifies who schores on eah play.					
22. Keeps score (can use counters, etc.).					
ADVANCED SKILLS					
23. Performs smash shots.					
24. Plays doubles.					
TOTALS......					

SPORTS & FITNESS
RACQUETBALL

GOAL STATEMENTS: The student will play a game of racquetball using correct grip and strokes.

ASSESSMENTS:

1. Observe the student and determine if he/she can grip and swing a racket.
2. Observe the student and determine if he/she can run quickly forward, backward, side to side and stop rapidly in a small area.
3. Observe student for eye-hand coordination to hit a ball with a racket.
4. Access counting abilities to determine scoring system.

LEAD UP STRATEGIES:

1. Observe others playing racquetball at YMCA or exercise club.
2. Develop visual tracking and eye/hand coordination by using modified equipment.
3. Develop grip strength.
4. Practice hitting; a) suspended ball, b) ball against walls.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing racquetball.
2. The student will be able to hold a racket and make contact(1/5) with a ball tossed directly to him/her.

LEVEL II (Full Participation)

1. The student will be able to grip a racket and serve a ball correctly for racquetball.
2. The student will be able to hit a tossed ball with a forehand (backhand) (3 out of ____ times) so that it hits the front wall.
3. The student will be able to volley the ball successfully off the wall ____ times consecutively (moving in various directions).
4. The student will be able to take turns, keep/recognize the score and know the winner/loser of each point in a racquetball game.

HOMEWORK STRATEGIES:

1. Practice grip and swing the racket at home.
2. Practice hitting the ball against a wall.
3. Visit a sporting goods store to look at racquetball equipment.
4. Invite family members and friends to play racquetball.
5. Play racquetball at the YMCA, YWCA and/or clubs.

RACQUETBALL

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others playing racquetball.
2. Wears appropriate clothing.
3. Picks up racket and puts sefety strap around wrist.
4. Holds the racket handle firmly so that the face of racket is parallel to palm of hand.
5. Swings racket using a forehand stroke, (without the ball).
6. Hits suspended ball with racket.
7. Stands in the center of the court and faces front wall.
8. Using a larger ball, hits ball when tossed by teacher after 1st bounce.
9. Using a larger ball, hits ball when tossed by teacher so that it hits the wall.
10. Moves where necessary(forward, backward, sideways, etc.) in order to hit balls not tossed directly to him/her.
11. Repeat 8,9, and 10 with a racquetball.
12. Performs activities 1-11, with verbal cues only.

LEVEL II

continued, next page.....

RACQUETBALL

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (FULL PARTICIPATION)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Identifies/gathers racquetball equipment.					
2. Performs 4-11 independently, (using weight transfer, follow-through, etc.).					
3. Drops and hits the ball after one bounce.					
4. Hits the ball after it has rebounded off the front wall.					
5. Hits the ball 5 times consecutively toward the front wall.					
6. Volleys the ball with a partner toward the front wall.					
7. Positions self at center of the court after each hit.					
8. Moves where necessary in order to volley the ball toward the front wall.					
9. Repeats steps 2-8 using a backhand stroke.					
10. Hits with an overhand stroke.					
11. Hits the ball to front wall after it has rebounded off a side wall.					
12. Hits the ball toward the front wall, hitting side wall first, then the front wall.					
13. Alternates hitting the ball with a partner.					
14. Stays out of the way when someone is behind them and is about to hit the ball.					
15. Serves the ball correctly from the serving area.					
16. Recognizes winner/loser of each point.					
TOTALS......					

continued, next page......

RACQUETBALL

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (continued....)	pre/post	pre/post	pre/post	pre/post	pre/post
17. Returns a served ball so that it hits the front wall.					
18. Understands/determines service rotation.					
19. Identifies who won the point and the score after each play.					
20. Keeps the score when it is his/her turn to serve.					
21. Plays the game correctly using racquetball rules independently					
TOTALS......					

SPORTS & FITNESS:
TENNIS

GOAL STATEMENTS: The student will hold a racket and play a game of tennis.

ASSESSMENTS:

1. Observe the student and determine if he/she can follow directions and grip a racket and swing a racket.
2. Observe the student and determine if he/she can move forward, backward, side to side and diagonally quickly.
3. Assess eye-hand coordination to hit a ball with a racket.

LEAD UP STRATEGIES:

1. Observe a physical education tennis class.
2. Observe others playing tennis at outdoor tennis court areas (park, club, etc.)
3. Watch tennis matches on T.V.
4. Perform eye-hand coordination activities with modified equipment (large racket, etc.).
5. Practice hitting a suspended ball.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to watch others playing tennis.
2. The student will be able to hold a racket and make contact (___ out of ___ times) with a ball hit directly to him.

LEVEL II (Full Participation)

1. The student will be able to grip a tennis racket and hit a ball over the net with:
   a) forehand swing
   b) backhand swing
2. The student will be able to return a ball over the net using a forehand (backhand) swing ___ out of ___ times consecutively.
3. The student will be able to serve a ball into the correct service court (___ out of ___ times).
4. The student will be able to keep/recognize the score and know the winner/loser of each point in a tennis game.

HOMEWORK STRATEGIES:

1. The student will practice at home with a racket, his/her grip and various swings.
2. Invite family members and friends to play tennis.
3. Visita sporting goods store and price tennis equipment.

TENNIS

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Wears appropriate clothing and shoes.
2. Observes others playing tennis.
3. Identifies the objective of the game in hitting the ball over the net.
4. Identifies tennis racket and ball.
5. Picks up and grips a tennis racket.
6. Holds racket firmly so face of racket is parallel to ground.
7. Swings and hits a suspended ball.

(8-10, perform using a larger ball)

8. Hits ball(after one bounce) tossed by teacher.
9. Hits ball tossed by teacher so it crosses the net.
10. Moves where necessary(forward, backward, sideways) in order to hit balls, not tossed directly to him/her.
11. Repeat 8,9, and 10 with a tennis ball.
12. Performs all activities with verbal cues only.

continued, next page......

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

TENNIS

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL II (Full Participation)

1. Identifies/gathers tennis equipment.
2. Performs LEVEL I skills independently.
3. Drops and hits a ball after one bounce.
4. With a tossed ball, performs a forehand stroke using weight transfer and follow through.
5. With a tossed ball, hits a forehand over the net into the court(___ out of ___ times).
6. With a ball hit from a partner, hits a forehand over the net into the court(___ out of ___ times).
7. Imitates a backhand swing.
8. With a tossed ball, hits the ball using a backhand stroke.
9. With a tossed ball, hits the ball using a backhand across the net into the court.
10. Performs a backhand stroke with weight transfer and follow through.
11. Moves where necessary to hit balls not tossed directly to him(backhand).
12. With a ball hit from a partner, hits the ball using a backhand stroke over the net into the court (___ out of ___ times).
13. Moves back to center of the court after each hit (ready position).
14. Imitates a volley stroke.

continued, next page.......

STUDENTS NAMES

	pre	post	pre	post	pre	post	pre	post	pre	post
TOTALS......										

TENNIS
CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS
ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL II (continued....)	pre/post	pre/post	pre/post	pre/post	pre/post
15. Using a tossed ball, volleys the ball over the net into the court.					
16. With balls hit directly to him, volleys the ball successfully.					
17. Demonstrates a forehand and backhand strokes volley.					
18. Assumes the correct stance for a serve.					
19. Serves the ball over the net into the correct court(___ out of ___ times).					
20. Hits a ball ____ times consecutively with a partner.					
21. While moving toward the ball, swings racket back to ready position.					
22. Identifies the winner/loser of each point.					
23. Returns a serve over the net.					
24. Demonstrates service rotation after each game.					
25. Identifies the score after each play.					
26. Plays the game correctly using tennis rules.					
TOTALS......					

SPORTS & FITNESS:
SPECTATOR SPORTS

GOAL STATEMENTS: The student will be able to appreciate the viewing of a sports event, (baseball, basketball, football, etc.).

ASSESSMENTS:

1. Observe the student to determine if he/she can operate a television and/or video tape player.
2. Observe the student's functional academics in order to determine his/her ability to use a T.V. schedule.
3. Access social skills necessary for a large group function.
4. Access ability to understand scoring and rules for different sports.

LEAD UP STRATEGIES:

1. Encourage the student to attend school sporting events.
2. Have the student look at sports magazines, books, and newspapers about sports events.
3. Invite an athlete to talk to the students about his/her sports.
4. Have the student make a pennant of his/her favorite team.
5. Bring T.V. Guide to school.
6. Practice turning on and locating specific channels on T.V..

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to turn on a television and watch a televised sports event with family or friends for ____ minutes.
2. The student will be able to attend a sports event, demonstrating socially appropriate behavior.

LEVEL II (Full Participation)

1. The student will be able to operate a television (or VCR), select the correct channel and watch a sports event.
2. The student will be able to identify 3 major calls, simple scoring procedures and equipment for:
    a) a football game
    b) a baseball game, and
    c) a basketball game.
3. The student will be able to identify and name: a) the name of the team and b) the position of 3 players in three team sports.
4. The student will be able to attend a sport event and identify the basic rules, cheer appropriately for a specific team, and relate the score and the winner of the game.

HOMEWORK STRATEGIES:

1. Attend school games, (i.e., football, baseball, track, volleyball, etc.).
2. Watch sporting events with family members at home and in the community and report the scores and winners.
3. Assign students to watch specific televised games.
4. Attend local sporting events with family members and friends.
5. Participate in a sporting event (i.e., tennis, racquetball, bowling, baseball, football, running, track, etc.).
6. Locate sports facilities in neighborhood.

SPECTATOR SPORTS

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

____
Adapted Physical Education Teacher

____
School

____________ ____________
Pre Test Date Post Test Date

STUDENTS NAMES

SKILLS ENTRY/EXIT CHECKLIST					
LEVEL I (Partial Participation with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Sits in front of television and looks at screen.					
2. Recognizes the beginning of a game.					
3. Turns T.V. on/off upon request.					
4. Watches a football, baseball, or basketball game for 10 min..					
5. Increases attention time in watching television.					
6. Recognizes the beginning and ending of a game.					
7. Identifies pictures of two different sports by name.					
8. Identifies when a team scores or wins.					
9. Attends a sports event.					
10. Maneuvers stadium steps and/or bleachers.					
11. Views game as a member of the audience.					
12. Cooperates with requests to be quiet.					
13. Cheers at appropriate times.					
LEVEL II (Full Participation)					
1. Turns on/off the television.					
2. Selects the correct channel to watch a desired sporting event on T.V..					
TOTALS......					

continued, next page.......

SPECTATOR SPORTS

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

SKILLS	STUDENTS NAMES				
LEVEL II (Full Participation) continued.....	pre/post	pre/post	pre/post	pre/post	pre/post
3. Asks for assistance or adjusts television as necessary, (antenna, rolling pictures, etc.).					
4. Recognizes beginning and end of game.					
5. Watches T.V. screen during sporting activity.					
6. Sits throughout the game being viewed, except for short break.					
7. Identifies five different pictures of sporting events.					
8. Identifies the names of the different team playing the sport.					
9. Identifies the basic objectives of three different sports (for football, the team will score points by getting the football down to their goal line.					
10. Seeks and finds a specific sports event on television.					
11. Identifies 2 to 3 major calls (signals) for football, basketball and baseball.					
12. Identifies the major scoring procedures for each sport, (touchdown, basket, homerun).					
13. Identifies the ball for each sport and other necessary equipment(football, baseball, basketball).					
14. Identifies 1 to 3 basic rules of two sports events.					
15. Names the 2 to 4 playing positions for football, basketball and baseball.					
TOTALS......					

continued, next page......

SPECTATOR SPORTS

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
LEVEL II (FULL PARTICIPATION)	pre	post	pre	post	pre	post	pre	post	pre	post
continued......										
16. Lists 2 to 5 names of teams for each sport.										
17. Attends sporting events with family/friends.										
18. Cheers appropriately for a team.										
19. Relates the score and the winner at the end of a game.										
20. Places video tape in VCR correctly.										
21. Turns on VCR and monitor to watch a taped sports event.										
22. Uses a sports broadcast schedule in a T.V. guide.										
TOTALS......										

SPORTS & FITNESS:
SOFTBALL/FOOTBALL/BASKETBALL*

GOAL STATEMENTS: The student demonstrates the ability to throw and catch (dribble and shoot) a basketball, softball and/or football.

ASSESSMENTS:

1. Observe the student's ability to throw, catch and visually track a ball.
2. Observe the student's ability to follow directions and understand rules.
3. Observe the student's ability to run and stop.

LEAD UP STRATEGIES:

1. Play throwing and catching games with nerf balls.
2. Play base-running games/play flag football games/play shooting games.
3. Play modified softball/football/basketball games(use large ball, T-ball, etc.).
4. Attend softball/bootball/basketball games (both men and women's teams).
5. Watch baseball/football/basketball games on T.V.(compare baseball and softball).

MODIFICATIONS/EXPANSIONS: Throwing and catching skills are life-time skills and appropriate fro all students who have the motor abilities. Team sports, however, are not usually life-time activities for students who are developmentally disabled and therfore should be taught as a spectator activity. the throwing and catching skills can be adapted for other activities such as frisbee throwing.

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing softball, (football or basketball) and know how to stay out of the way of the players.
2. The student will be able to throw and catch a softball, (football, basketball) with a peer.
3. The student will be able to dribble and shoot a basketball at a goal.

LEVEL II (Full Participation)

1. The student will be able to throw and catch a softball(football, basketball) demonstrating a mature pattern.

1b. The student will be able to dribble and shoot a basketball with a mature pattern.

2. The student will be able to play various positions in a softball, (football, basketball) game, demonstrating awareness of the rules and scoring techniques.
3. The student will be able to complete the Sports Spectator unit for baseball, (football, basketball).

HOMEWORK STRATEGIES:

1. Throw and catch a softball/football/basketball with family or friends.
2. Watch baseball/football/basketball games on T.V. and report score(homework assignment).
3. Watch sports on news and report scores of 2 teams.
4. Play a softball game on a family or group outing.

SOFTBALL

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others playing softball.
2. Sits or stands away from the players, while observing the game..
3. Demonstrates awareness when a player hits a ball and runs the bases.
4. Identifies the player who hits or catches the ball.
5. Throws a softball ____ feet with an underhand pattern(step and transfer weight).
6. Throws a softball ____ feet with an overarm pattern.
7. Demonstrates cross lateral step, weight transfer and follow through with overhand throw.
8. Catches a cabbage/softball tossed from ____ feet.(Hands only, no body)
9. Catches a cabbage/softball thrown from ____ feet.
10. Throws and catches a cabbage/softball with a peer.
11. Performs 2-10 with verbal cues only.

continued, next page ......

STUDENTS NAMES

	pre/post		pre/post		pre/post		pre/post		pre/post	
TOTALS......										

SOFTBALL

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (FULL PARTICIPATION)	pre/post	pre/post	pre/post	pre/post	pre/post
THROWING AND CATCHING SKILLS SHOULD BE TAUGHT TO ALL STUDENTS WHO HAVE THE PHYSICAL/MOTOR ABILITIES.					
1. Performs Level I throwing and catching skills.					
2. Throws and catches a softball 10 times with a partner 15/20 feet away.					
3. Places softball glove on correct hand.					
4. Catches softball, using glove correctly.					
5. Throws and catches softball 10 times with partner 20 feet away, using a glove.					
BATTING, BASE RUNNING, AND FIELDING CAN BE TAUGHT FROM A PHYSICAL EDUCATION GUIDE. THESE SKILLS ARE ONLY APPROPRIATE FOR STUDENTS WHO CAN FUNCTION INDEPENDENTLY IN TEAM SPORTS.					
*6. Plays a game of kickball using a softball rules.					
*7. Plays a game of softball using a Batting Tee. (NO GLOVES)					
*8. Plays a game of softball using an oversized ball and/or bat. (NO GLOVES)					
*9. Plays a "pinch-hitter" substitution game for students who cannot bat successfully.					
10. Demonstrates an awareness of the positions of players on a softball team.					
11. Recognizes the number of innings in a game.					
TOTALS......					

SOFTBALL

CONTINUED..

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II(Continued......)	pre/post	pre/post	pre/post	pre/post	pre/post
12. Knows how many balls walks a batter.					
13. Knows how many strikes makes an out.					
14. Knows how many outs in an inning.					
15. Knows tag rule of fly balls.					
16. Completes 8-19 on Sports Spectator Unit.					
*Since these are age-appropriate skills/games, they should only be used as an instructional lead-up technique for students who can learn how to play a complex team sport.					
TOTALS......					

FOOTBALL

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observe others playing football.
2. Sits or stands away from the players, while observing the game.
3. Demonstrates awareness when a player catches the ball.
4. Demonstrates awareness when a player scores.
5. Throws a football 10(___) feet with an overarm pattern. (nerf ball/regulation ball)
6. Catches a football tossed from ____ feet.(nerf ball/regulation ball)

LEVEL II (FULL PARTICIPATION)

1. Holds a football correctly in one hand.(nerf/regulation ball)
2. Demonstrates a cross lateral step, weight transfer and follow through when throwing a football (nerf/regulation ball).
3. Throws a football ____ feet to a partner.
4. Catches a football thrown ____ feet.
5. Throws and catches a football with a peer 20 feet away.

continued, next page.......

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

FOOTBALL
CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL II (continued....)					
FOR MORE ADVANCED FOOTBALL SKILLS REFER TO A PHYSICAL EDUCATION GUIDE.					
IN WATCHING A FOOTBALL GAME:					
6. Recognizes the quarterback and kicker.					
7. Recognizes the positions of players on a football team.					
8. Recognizes a touchdown.					
9. Recognizes a field game.					
10. Recognizes the number of yards completed for a first down.					
11. Recognizes quarters; first half and end of game.					
12. Completes 8-19 on Sports Spectator Unit.					
TOTALS......					

BASKETBALL

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date

Post Test Date

SKILLS
ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)					
1. Observe others playing basketball.					
2. Sits or stands away from the playing area while watching others playing basketball.					
3. Watches others shoot a basket.					
4. Identifies the player who shoots the basket.					
5. Shoots a basketball at a basket.					
6. Makes 1 out of 5 baskets, standing 7 feet from the goal.					
7. Passes a basketball to a peer 10 feet away.					
8. Catches a basketball thrown from a peer 10 feet away.					
LEVEL II (FULL PARTICIPATION)					
1. Dribbles a basketball in place, 5, 10, 15 times.					
2. Dribbles a basketball while walking forward 10 feet.					
3. Dribbles a basketball while jogging forward 10 feet.					
4. Passes a basketball to a partner 10 feet away.					
5. Executes a mature chest-pass (fingers spread, elbows bent, force supplied through weight shift, elbow extension and wrist snap).					
TOTALS......					

Continued, next page.........

BASKETBALL

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II continued....	pre/post	pre/post	pre/post	pre/post	pre/post
6. Executes a mature one-hand overhand pass to a partner 15 to 20 feet away(lead with elbow, weight shift, follow through).					
7. Executes an overhead pass.					
8. Executes a one bounce pass.					
9. Transfers weight when stepping toward the target.					
10. Catches a basketball tossed from a partner 15 to 20 feet away, (hands/no body contact).					
11. Steps toward ball being passed and catches the ball.					
12. Traps the ball between arms and chest.					
13. Shoots a basketball at a goal from 5 to 7 feet(right/left/center).					
14. Performs a two-hand set shot.					
15. Performs a one-hand set shot.					
16. Makes 1 out of 5 baskets from 5 to 7 feet (right/left).					
17. Takes turn/shoots basket with a peer.					
18. Retrieves ball after each shot.					
19. Plays a shooting game with a peer, (Horse, Around the World).					
20. Identifies basic equipment (basketball, net, backboard, goal, court, referee, cheerleaders, players, coach, scoreboard/clock, 3 point line, foul line).					
21. Identifies 2 different types of shots(jump and hook shots).					
22. Describes basic terms: rebound, foul, jump ball, turnover, time out and half time.					
TOTALS......					

Continued,next page....

BASKETBALL
CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

	STUDENTS NAMES				
SKILLS ENTRY/EXIT CHECKLIST					
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL II continued....					
23. Identifies basic positions; guards, forwards and center.					
24. Identifies scoring for shots: Foul shot-1 point, 2 point shots and 3 point shots.					
25. Identifies basic rules:					
a. Traveling					
b. Double dribble					
c. 3 seconds in lane					
d. Basic foul rules					
e. Jump ball rule					
f. Out of bounds					
TOTALS......					

SPORTS & FITNESS:
VOLLEYBALL*

GOAL STATEMENTS: The student will participate in a volleyball game.

ASSESSMENTS:

1. Determine student's ability to follow directions and understand rules.
2. Observe student's visual tracking skills to catch/hit a ball.
3. Determine student's optimum level of participation:
   a) Spectator only
   b) Modified Game only
   c) Regulation Game

LEAD UP STRATEGIES:

1. View a film about volleyball/watch a game at school
2. Discuss neighborhood facilities and places to play volleyball.
3. Overview rules, equipment, playing area, necessary skills.
4. Teach skills on lead-up games:
   a) Throw ball over net, catching the ball using a lower net.
   b) Playing newcomb(with no serves)
   c) Playing balloon or beachball, volleyball

MODIFICATIONS/EXPANSIONS:

*VOLLEYBALL SKILLS ARE SPORT SPECIFIC AND THERFORE NOT APPROPRIATE FOR STUDENTS WHO CANNOT PARTICIPATE IN AN ORGANIZED GAME.

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing volleyball and observe from correct area.

LEVEL II (Full Participation)

1. The student will be able to pass/hit a ball over the net.
2. The student will be able to serve a ball over the net from behind the baseline.
3. The student will be able to demonstrate awareness of positions, rules an scoring techniques in a volleyball game.

HOMEWORK STRATEGIES:

1. Identify neighborhood resources for participating in volleyball.
2. Watch a volleyball game in a school/neighborhood facility.
3. Play a volleyball game at a family outing.

VOLLEYBALL

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others playing volleyball.
2. Sits or stands in appropriate place, while watching the game.
3. Demonstrates awareness of when a player scores a point.
4. Identifies the player who serves/scores the point.

LEVEL II (FULL PARTICIPATION)

1. Completes skills in LEVEL I.
2. Hits an underhand volleyball serve.(opposition, weight transfer, follow-through)
3. Serves a ball over the net 1 out of 5 times from 15 feet; from baseline.
4. Hits the ball up in the air, using:
    a) one-arm swing
    b) forearm pass
    c) a fist
    d) ab overhead set.
5. Hits the ball over the net.
6. Performs a forearm pass to hit a beachball(volleyball) 10 feet 3/5 times.
7. Performs an overhead set, (fingertip push, follow through) to hit a beachball/volleyball 5 foot high.

STUDENTS NAMES

pre/post	pre/post	pre/post	pre/post	pre/post

TOTALS......

VOLLEYBALL
CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (continued...)	pre/post	pre/post	pre/post	pre/post	pre/post
8. Plays in a modified volleyball game.					
9. Demonstrates the ability to rotate.					
10. Identifies how points are scored.					
11. Identifies number of points to win a game.					
12. Identifies rules (3 hits, net play, etc.).					
13. Cheers appropriately when winning a point/game.					
14. Relates score and the winner at the end of the game.					
TOTALS......					

SPORTS & FITNESS:

BIKING

GOAL STATEMENTS: The student will independently and safely ride a bike.

ASSESSMENTS:

1. Assess to determine if appropriate for biking: student's balance, equilibrium responses, coordination, lower extremity strength, and protective responses.
2. Observe student riding a stationary bike.

LEAD UP STRATEGIES:

1. Watch a bike race on T.V. movie.
2. Watch an instructional video tape on biking.
3. Ride adult three wheeler.
4. Ride stationary bikes.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others riding bikes, following necessary safety procedures.
2. The student will be able to ride a 3-wheeler bike 30' demonstrating the ability to maneuver obstacles and stop.
3. The student will be able to ride a stationary bike for ____ minutes.
4. The student will be able to ride on the back of a tandem bike, maintaining balance and assisting with pedaling.

LEVEL II (Full Participation)

1. The student will be able to ride a bike safely on a parking lot demonstrating the ability to maneuver obstacles and stop.
2. The student will be able to ride a bike around the block, obeying all safety rules.
3. The student will be able to ride a bike independently.

HOMEWORK STRATEGIES:

1. Walk block around house noting intersections, sidewalks, conditions of the street, etc..
2. Ride bike on specified course.
3. Ride bike around neighborhood.
4. Ride with family members and friends.
5. Ride on scenic bike route or park course.
6. Participate in organized bike club.

BIKING

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observes others riding bikes.					
2. Wears appropriate bike riding clothing.					
3. Sits on seat and holds handle bars on a three-wheeled bike.					
4. Sits on three-wheeled bike (with feet on pedals) while being pushed forward a distance of 10'.					
5. Looks in the direction bike is going.					
6. Steers bike straight ahead while being pushed forward 10'.					
7. Places feet on pedals and pushes down with one foot.					
8. Alternates pushing down on the pedals using feet. (10 feet)					
9. Steers the bike straight.					
10. Turns the bike to the right or left to avoid obstacles.					
11. Back pedals to brake.					
12. Avoids running into objects/ people by either turning and/or stopping.					
13. Rides three-wheeled bike safely around the parking lot and/or track.					
14. Sits on back of stationary tandem bike.					
15. Sits on back of tandem bike when moving forward.					
TOTALS......					

continued, next page .....

BIKING
continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
LEVEL I continued......	pre/post		pre/post		pre/post		pre/post		pre/post	
16. Places feet on pedals on tandem bike.										
17. Assists with pedaling.										
18. Rides on back of tandem bike adjusting balance with various turns.										
19. Sits on seat of a stationary bike and:										
a) places feet on pedals pushing down with one foot										
b) alternates pushing down on the pedals, using feet 10X .										
20. Pedals a stationary bike for ____ minutes.										
LEVEL II (Full Participation)										
1. Wears appropriate bike riding clothing.										
2. Rides two-wheeled bike with training wheels and/or assistance a distance of 20'.										
3. Pushes two-wheeled bike out to riding area safely.										
4. Mounts bike correctly.										
5. Pushes off with one foot while the other pushes down on the top pedal.										
6. Pedals bike correctly, alternating feet.										
7. Steers bike straight, a distance of 20'.										
8. Stops the bike by using the brakes.										
9. Steers bike to the left and right while maintaining good balance for 1 block.										
continued, next page.....										
TOTALS......										

BIKING
continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II continued.....	pre/post	pre/post	pre/post	pre/post	pre/post
10. Rides bike safely on a parking lot and/or track.					
11. Maneuvers around people, other bikes, cars, curbs and other obstacles by turning right or left or stopping.					
12. Rides safely on bike paths.					
13. Rides around block and stops at all street crossings and intersections.					
14. Avoids riding bike in street holes and over debri on the road way.					
15. Rides bike safely on the same side and direction as traffic is moving.					
16. Stops for cars backing out of driveways, and pedestrians walking in their path.					
17. Asks directions on how to find a specific store/street.					
18. Secures bike, when necessary.					
19. Knows where to go to get air for the tires.					
20. Checks tires/fills tires with adequate air.					
TOTALS......					

SPORTS & FITNESS:
ARCHERY

GOAL STATEMENTS: The student will demonstrate appropriate safety and skills in archery.

ASSESSMENTS:

1. Observe to determine if student can follow directions for safety procedures.
2. Observe students hand and arm strength and ability to pull a bowstring back to own chin.
3. Test to determine dominant eye.

LEAD UP STRATEGIES:

1. Look at archery magazines.
2. Look at video tape of archery match or demonstration.
3. Throw darts on small archery target to discuss scoring.
4. Practice pulling string on bow to develop strength.

MODIFICATIONS/EXPANSIONS:

REFERENCE: National Archery Association
2833 Lincoln Highway East
Ronks, PA. 17572

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others shooting archery, following safety procedures, and identifying when an arrow hits the target.

LEVEL II (Full Participation)

1. The student will be able to shoot an arrow at a target from ____ feet with ____% accuracy, practicing safety rules.
2. The student will be able to identify when a player hits the target and score the round using necessary modifications.
3. The student will be able to assemble the tackle necessary for shooting (with or without assistance).

HOMEWORK STRATEGIES:

1. Practice archery at an archery range with family members and/or friends.
2. Visit a Sporting Goods Store and look at archery equipment.

ARCHERY

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation with minimal verbal cues and/or prompts)

1. Observes others during archery.
2. While observing others shoot, he/she stands or sits a safe distance behind archers.
3. Identifies when an arrow hits the target.
4. Retrieves arrows from the target area safely.

LEVEL II (FULL PARTICIPATION)

1. Demonstrates and follows safety rules:
   a) Never points an arrow at a person
   b) Always shoots arrow at a safe target, only when way is clear(NEVER INTO AIR).
   c) Never touches an arrow that is in the quiver until instructed.
   d) Remains behind restraining line until told to retrieve own arrows.
2. Identifies equipment.
3. Puts on safety equipment; three finger shoot and arm guard.
4. Selects correct bow:(depending on pulling strength).
5. Selects correct arrow length, based on width of draw.

continued, next page.....

STUDENTS NAMES

	pre/post		pre/post		pre/post		pre/post		pre/post	
TOTALS......										

ARCHERY

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
	pre	post	pre	post	pre	post	pre	post	pre	post
LEVEL II (FULL PARTICIPATION) continued......										
6. Stands at restraining line, with feet apart, side toward target, 10 yards from target.										
7. Grips bow in non-dominant hand, keeping arm straight.										
8. Places arrow on top of bow shelf, above handle and nocks arrow(cock feather up).										
9. Raises bow arm to shooting position without arrow sliding off.										
10. Draws string properly; holds while taking aim.										
11. Releases bow string once aim is taken.										
12. When told to retrieve arrows, pulls arrow correctly from grass or target.										
13. Identifies location and/or score of each arrow shot.										
14. Increases distance from target 20,30,40, 50 yards.										
15. Identifies bulls eye and concentric circles according to which one is the best shot.										
16. Identifies the seven steps of shooting; (stance, nock, draw, aim, anchor, release, hold).										
STRINGING A BOW										
17. Rests bow correctly against instep, bends bow and slides loose loop into the nock.										
18. Reverses to unstrung bow.										
TOTALS......										

PHYSICAL RECREATION & GAMES

VIDEO
ARCADE

PHYSICAL RECREATION & GAMES: BOWLING

GOAL STATEMENTS: The student will demonstrate the ability to bowl in a community facility.

ASSESSMENTS:

1. Observe the student and determine if he/she can:
   - a) pick up a 6-12 lb. ball
   - b) swing the ball using the correct grip
   - c) lean over to release the ball on the floor.
2. Observe counting skills to determine scoring techniques.
3. Administer bowling ecological inventory. (SEE APPENDIX)

LEAD UP STRATEGIES:

1. Watch others bowl at a bowling alley.
2. Watch bowling on T.V.
3. Practice picking up 6-8 lb. weights.
4. Watch a film on bowling basics.
5. Use modified equipment (rubber bowling ball) on a shortened lane.
6. Play modified bowling games.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others bowling, demonstrating awareness of the ball striking the pins.
2. The student will be able to pick up a ball, walk to the foul line, and push/release the ball down the lane.

LEVEL II (Full Participation)

1. The student will be able to pick up/swing ball using the correct grip and release the ball down the lane correctly.
2. The student will be able to observe the ball striking pins and state how many pins were knocked down.
3. The student will be able to bowl a game with a friend demonstrating awareness of taking turns correctly, starting/finishing a game, and winning/losing a game.
4. The student will be able to order shoes, locate an appropriate ball, pay fees, and bowl an game independently with a peer at a bowling alley.

HOMEWORK STRATEGIES:

1. Locate closest bowling alley in neighborhood/determine costs of bowling one to two games.
2. Go to a sporting goods store and look at bowling equipment.
3. Invite family members/peers to bowl.
4. Join a bowling league.

BOWLING

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL I (Partial Participation with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observes others bowl.					
2. Picks up light ball and maintains hold on ball while walking.					
3. Goes to foul line and places ball on the ground between their legs.					
4. Looks at pins with verbal cue.					
5. Pushes ball evenly with both hands down the center of the lane with verbal cue.					
6. Watches the ball strike the pins.					
7. Walks back to rack and picks up ball for second roll.					
8. Takes turn bowling.					
9. Sits/stands in appropriate place when turn is completed.					
10. Puts on/takes off bowling shoes.					
11. Performs stand up release of bowling ball.					
LEVEL II (Full Participation)					
1. Selects/picks up correct size ball demonstrating correct grip.					
2. Swings ball using correct grip.					
3. Assumes correct stance at foul line.					
4. Swings and releases the ball down center of the lane.					
TOTALS......					

BOWLING
CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II Continued....	pre/post	pre/post	pre/post	pre/post	pre/post
5. Observes the ball striking pins.					
6. States how many pins were knocked down.					
7. Performs a one step approach.					
8. Performs a 3(4) step approach.					
9. Demonstrates bowling two balls(when appropriate) for each turn.					
10. Takes turn in correct order.					
11. Performs modified score keeping independently.					
12. Identifies strikes and spares.					
13. Knows when the game is over and new game begins.					
14. Identifies own score and compares to other team members.					
15. Indicates highest or lowest score(win/lose).					
16. Completes a 10 frame game independently.					
17. In a bowling alley:					
a) requests and puts on shoes independently					
b) Locates bowling ball area and selects correct size ball					
c) Locates assigned lane, and places ball on ball return					
d) Sets up computer or writes name on score sheet					
e) Bowls in correct order until game is completed					
f) Follows bowling rules and etiquette					
g) Takes score sheet and shoes to counter and pays proper amount for games bowled.					
18. Bowls with peer/family members during leisure time.					
TOTALS......					

STUDENT NAME ______________________

BOWLING ECOLOGICAL INVENTORY

DATE ______________________

ACTIVITY	ENTRY	DATE COMPLETED	COMMENTS/ MODIFICATION
Preparation:			
1. Locates bowling Lanes near home.			Invite a peer tutor to go bowling to assist . locate . transport . money
2. Indicates he/she wants to go bowling			
3. Obtains directions to lanes			
4. Asks cost of bowling . arrange for money . get money card			Check lanes for wheelchair accessibility
5. Dress appropriately . wear socks . wear loose clothing (casual)			
6. Arrange for transportation when appropriate			
Transition:			
7. Travel safely to bowling lanes			
8. Safely crosses parking lot			
9. Locate doors to enter lanes . walk up steps when appropriate . open door . hold doors for others when appropriate			
10. Goes to front coutner			
11. Tell attendant that he/she wishes to bowl			Uses alternative communication device to indicate he/she wishes to bowl
12. Tell attendant shoe size			
13. Pay shoe fee			Uses alternative communication device to indicate his/her shoe size
14. Take shoes and score sheet			
15. Locate assigned lane number			Uses money card or alternative method to pay for bowling
16. If lane empty, move to area, sit down to change shoes			
17. Removes street shoes and put on bowling shoes			
18. Ties own shoe laces			
19. Locate bowling area, selects correct size ball, pick up ball for feel of weight/finger comfort and puts fingers in the hole to be sure of correct fit.			If using push ball method, disregard fitting ball for fingers

BOWLING ECOLOGICAL INVENTORY

continued....

ACTIVITY	ENTRY	DATE COMPLETED	COMMENTS/MODIFICATION
20. Return to lane carrying ball correctly - place ball on return			
21. Determine order of bowling			
22. Set up computer or write name on score sheet			
23. Waits for others bowling on same lane to be ready to bowl			
Bowling:			
24. Take proper turn communicating and listening to others			
25. Pick correct ball and hold appropriately . uses two fingers and one thumb			Place on "bowling stand" for severely involved student
26. Observe adjacent lane and follow proper bowling etiquette when appropriate			
27. Delivers ball down lane correctly, not to side or behind			
28. Deliver ball down proper lane			
29. Uses normal lane			Uses modified lanes(i.e., shorten lanes with bumpers and/or bowling ramps
30. Release ball: . using 4 step approach . using 3 step approach . from standing still position			
31. Observe ball striking pins			
32. States how many pins were knocked down			Uses a card showing bowling pins, when all standing, and mark card amount of pins hit
33. Record score or computer does automatically			
34. Bowl second ball when appropriate			
35. Return to score table . write score . take seat behind table . looks at score sheet or score board			
36. Continue bowling in correct order till game is completed			
37. Total score or identifies own totaled score on computer board			Have someone score or use automatic scorer
38. Identify own score and compare to other team members and other teams			Use a pocket calculator to total score

BOWLING ECOLOGICAL INVENTORY

continued....

ACTIVITY	ENTRY	DATE COMPLETED	COMMENTS/MODIFICATION
39. Knows when the game is over			
40. Knows when a new game begins			
41. Takes off bowling shoes and puts on street shoes at end of game(s)			
42. Takes score sheet to counter and pays proper amount for games bowled			Asks for prinout of games
Completion Skills:			
43. Checks for belongings and gathers them			
44. Puts bowling ball away correctly			
45. Holds ball when walking back to put away			
46. Locates exit . takes proper door to leave			
47. Crosses parking lot safely			
48. Returns home safely			
Judgements:			
49. Demonstrates appropriate behavior for bowling lanes			i.e., Talk in normal voice, walk in building, dresses appropriately. Keeps hands to self, does not talk to self or self-stimulate
50. Bowls number of games he/she will pay			
51. Remains in bowling area except when going to the bathroom or snack area			
52. Does not talk to strangers at the bowling lanes			
53. Holds ball safely - does not drop or throw the ball			
Communication:			
54. Looks at person speaking to him/her			
55. Communicates appropriately with friends			Uses alternative communication method
. correct tone of voice			
56. Greets person assigned to your lane			Uses alternative communication method
57. Communicates verbally or with gesture to people in adjacent lanes			Uses alternative communication method

BOWLING ECOLOGICAL INVENTORY

continued....

ACTIVITY	ENTRY	DATE COMPLETED	COMMENTS/MODIFICATION
58. Communicates and listens to friends			Uses alternative communication method
59. Uses proper party remarks			Uses alternative communication method
Advanced Skills:			
60. Join league			
61. Knows handicap scoring			
62. Four step, walk and release approach			
63. Uses spot bowling and/or pin bowling technique			
64. Follows procedure for strike/spare bowling in final frame			

PHYSICAL RECREATION & GAMES: ROLLER SKATING

GOAL STATEMENTS: The student will be able to maintain balance while roller skating.

ASSESSMENTS:

1. Assess to determine if the student has the balance, coordination, lower extremity strength and protective reactions for rollerskating.
2. Determine student's level of safety awareness.

LEAD UP STRATEGIES:

1. Watch a film on roller skating.
2. Go to a roller skating rink and watch others skate.
3. Watch others skate at park.
4. Mimic skating movements without skates on.
5. Stand on skateboard and be pulled.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others roller skating.
2. The student will be able to put on roller skates and stand with assistance.
3. The student will be able to move forward (glide and skate forward) 5 feet with assistance.

LEVEL II (Full Participation)

1. The student will be able to put on roller skates and stand without assistance.
2. The student will be able to propel self forward 20' and then stop with/without assistance.
3. The student will be able to skate independently at various settings.

HOMEWORK STRATEGIES:

1. Go to a sporting goods store and look at the different types of roller skates.
2. Locate closest roller skating rink in neighborhood; determine costs.
3. Observe where people skate in the neighborhood.
4. Invite the family to participate in family night roller skating.

ROLLERSKATING

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL I (Partial Participation with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observe others roller skating.					
2. Dresses appropriately for roller skating.					
3. Picks up roller skates and takes them to an area to put on feet.					
4. Removes street shoes.					
5. Puts feet into roller skates, (assistance with lacing).					
6. Stands up holding rail/person for support.					
7. Maintains balance while holding on to a rail or another person.					
8. Walks forward on carpet with assistance and maintains balance.					
9. Moves forward from carpet surface to tile surface, maintaining balance.					
10. Holds onto rail or person with one hand while moving forward.					
11. Holds onto another person while being pulled.					
12. Pushes off with one foot then the other while holding on to another person.					
LEVEL II (Full Participation)					
1. Communicates correct shoe size, (modify if necessary).					
2. Identifies an appropriate place to put on roller skates.					
3. Loosens shoe laces on roller skates.					
TOTALS......					

ROLLERSKATING

CONTINUED.....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL II (Full Participation) continued.......					
4. Removes street shoes and puts on roller skates.					
5. Laces roller skates correctly.					
6. Pulls self up to a standing position.					
7. Maintains balance while standing.					
8. Moves across different surfaces (carpet to tile, etc.) without assistance.					
9. Skates forward, alternating feet, while holding on to someone.					
10. Pushes off with one foot and maintains balance.					
11. Glides forward while maintaining balance.					
12. Skates forward a distance of 20'.					
13. Stops by dragging rubber tip on roller skate maintaining balance, or uses T-stop method.					
14. Alternates pushing off and gliding forward.					
15. Skate with both feet, with a smooth transfer of weight.					
16. Turn to the right and left while skating.					
17. Follow safety rules.					
18. Removes and returns skates to appropriate area.					
19. Skates independently.					
ADVANCED SUPPLEMENTAL SKILLS					
1. Backward Skate.					
2. Figure Eight Skate.					
3. Limbo Skate.					
4. Partner Skate.					
TOTALS......					

PHYSICAL RECREATION & GAMES:
TABLE TENNIS

GOAL STATEMENTS: The student will play Table Tennis to his/her fullest participation level.

ASSESSMENTS:

1. Assess visual tracking abilities.
2. Assess counting abilities to determine scoring system.
3. Observe student to determine eye-hand coordination in hitting a small ball with a table tennis paddle.

LEAD UP STRATEGIES:

1. Observe others playing Table Tennis at the park and other people's homes.
2. Develop grip strength.
3. Practice hitting balls on the table against a wall.

MODIFICATIONS/EXPANSIONS:

Develop visual tracking and eye-hand coordination using modified equipment, (balloon/larger ball/larger paddles).

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing table tennis.
2. The student will be able to hold a paddle and make contact(1:5) with a ball tossed/hit over the net.

LEVEL II (Full Participation)

1. The student will be able to grip a paddle and serve a ball correctly in table tennis.
2. The student will be able to strike a hit/served ping pong ball so that it lands on the table correctly (1:5).
3. The student will be able to keep/recognize score and the winner/loser of each point/game.
4. The student will be able to play a table tennis game independently.

HOMEWORK STRATEGIES:

1. Play Table Tennis at home with family members and friends.
2. Play Table Tennis at the park with a friend.

TABLE TENNIS

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation with minimal verbal cues and/or prompts)

1. Observes others playing.
2. Recognizes equipment needed to play.
3. Holds paddle in hand firmly.
4. Stands at the end of the table, positioned in the center, ready for play.
5. Watches ball bounce toward self.
6. Using a larger ball and/or larger paddle, hits ball when released by teacher after it bounces on the table.
7. Using a larger ball, hits the ball with the paddle when tossed over the net directly to him/her.
8. Using a ping pong ball, hits ball (over the net), when released by the teacher, after it bounces on the table.
9. Hits the ball with the paddle, when tossed over the net directly to him/her.
10. Hits the ball to opponent's side of the table, allowing the ball to bounce more than once on each side of the table.

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

TABLE TENNIS

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (Full Participation) continued.......	pre/post	pre/post	pre/post	pre/post	pre/post
1. Identifies/gathers table tennis equipment.					
2. Grips the paddle correctly using an overhand grip, introduce either backhand or forehand).					
3. Stands approximately 1' behind the end of the table positioned in the center(feet apart: non-dominant side toward net).					
4. Faces paddle toward the net, with wrist slightly cocked.					
5. Serves the ball by dropping it once in front of the paddle and hitting it over the net onto the opponent's side.					
6. Hits the ball correctly when returned over the net directly to him/her.					
7. Returns a served ball to the opponent's side of the table.					
8. Demonstrates follow through, with weight transfer to forward foot.					
9. Positions self at center of the table after each hit.					
10. Hits the ball using a forehand stroke and lands on opponent's side of the table.					
11. Hits the ball using a backhand stroke and lands on opponent's side of the table.					
12. Recognizes winner/loser of each point.					
13. Identifies who won the point and the score after each play.					
14. Understands/determines serve rotation.					
continued, next page..... TOTALS......					

TABLE TENNIS
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II continued......	pre/post	pre/post	pre/post	pre/post	pre/post
15. Keeps score when it is his/her turn to serve.					
16. Identifies who won the game.					
17. Play a table tennis game independently.					
TOTALS......					

PHYSICAL RECREATION & GAMES: HORSESHOES

GOAL STATEMENTS: The student plays a game of horseshoes with a peer.

ASSESSMENTS:

1. Observe the student's strength, grip strength, and ability to replicate an underhand motion.
2. Observe the student's ability to visually locate the target/stake.
3. Observe the student's ability to demonstrate safety precautions.

LEAD UP STRATEGIES:

1. Observe horseshoe game outside.
2. Go to sporting goods store and look at equipment involved in horseshoe game.
3. Observe where horseshoe is played.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing horseshoes.
2. The student will be able to play a game using rubber horseshoes, demonstrating the ability to throw horseshoes at the stake, when directed.

LEVEL II (Full Participation)

1. The student will be able to throw a horseshoe at the stake from ____ feet with ____% accuracy.
2. The student will be able to play a game of horseshoes with a peer, demonstrating awareness of safety procedures, taking turns and winning/losing a game.

HOMEWORK STRATEGIES:

1. Play horseshoes with a family member/peer.
2. Purchase/price a horseshoe set at a sporting goods store.

HORSESHOES

____
Adapted Physical Education Teacher

____
School

____________ ____________
Pre Test Date Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation with minimal verbal cues and/or prompts)

1. Observes others playing horseshoes.
2. Identifies equipment for horseshoes.
3. Follows safety rules when observing others play horseshoes.
4. Identifies when a horseshoe hits the stake.
5. Identifies the player who threw the horseshoe.
6. Holds rubber horseshoe.
7. Looks at stake.
8. Throws rubber horseshoe at stake from 10/15/20 feet.
9. Takes turn by only throwing when directed.
10. Performs skills 1 thru 9 with verbal cues only.

LEVEL II (Full Participation)

1. Performs skills in Level I.
2. Separates horseshoes by color.
3. Holds regulation horseshoe.
4. Demonstrates throwing technique from 15/20 feet away.
5. Increases distance.
6. Practices safety procedures when playing horseshoes.
7. Identifies basic rules.

continued, next page ......

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

HORSESHOES
continued..

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

STUDENTS NAMES

SKILLS ENTRY/EXIT CHECKLIST					
LEVEL II continued......	pre/post	pre/post	pre/post	pre/post	pre/post
8. Takes turns throwing horseshoes.					
9. Plays with a partner in competition.					
10. Retrieves thrown horseshoes and waits for turn.					
11. Identifies who won the game.					
TOTALS......					

PHYSICAL RECREATION & GAMES:
DARTS

GOAL STATEMENTS: The student plays a game of darts hitting the target 10%-50% of the time.

ASSESSMENTS:

1. Observe the student to determine if he/she can hold a small dart in fingertips and throw it a distance of 4' to 10' straight ahead.
2. Observe student's ability to visually fixate on a target.
3. Observe student's ability to demonstrate safety precautions.

LEAD UP STRATEGIES:

1. Observe a dart match in school or community.
2. Invite someone to do a dart demonstration at school.

MODIFICATIONS/EXPANSIONS:

1. Use a velcro board and ball to practice the throwing technique.
2. Use modified dart games to practice throwing technique-increase distance.
3. Use modified dart game to practice safety procedures.

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing darts, following safety procudures and identifying when a dart hits the target.
2. The student will be able to play a game using modified darts demonstrating the ability to throw darts at a target when directed.

LEVEL II (Full Participation)

1. The student will be able to throw a dart at a target from ___ feet with ___% accuracy.
2. The student will be able to identify which players hit the target and score the game using necessary modifications.
3. The student will be able to play a game of darts with a peer, demonstrating awareness of safety procudures, taking turns and winning/losing a game.

HOMEWORK STRATEGIES:

1. Visit a sporting goods store and look at dart boards and equipment.
2. Purchase a dart board and practice at home.
3. Play dart games with family and friends - bring in scores.

DARTS

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others playing darts.
2. Identifies dart board/looks at it upon request.
3. Follows safety rules when observing others playing darts.
4. Identifies when a dart hits the target.
5. Identifies the player who threw the dart at the target.
6. Holds modified dart in fingers.
7. Throws modified dart at target from a 4 foot distance.
8. Increase distance of target.
9. Takes turns by only throwing at target when directed.
10. Performs skills 1 thru 9 with verbal cues only.

LEVEL II (Full Participation)

1. Identifies dart board and bulls eye.
2. Identifies darts.
3. Separates darts by color.
4. Identifies/follows safety procedures while around players.
5. Holds dart with fingertips.
6. Demonstrates throwing technique from 4' away from target.
7. Releases dart with full extension and fingers pointed towards the target.

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

DARTS

continued.....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
LEVEL II continued......	pre/post		pre/post		pre/post		pre/post		pre/post	
8. Propels dart hard enough to stick on dart board from 4' away.										
9. Throws from 5', 7' and then 9' away with dart sticking into the board.										
10. Identifies location and/or score of each dart thrown.										
11. Maintains a modified scoring system, (i.e., number of darts in target, etc.).										
12. Identifies basic rules (i.e., dart must remain in the board until the end of play).										
13. Takes turns throwing darts.										
14. Retrieves own darts at the end of each play.										
15. Identifies that bulls eye is the best shot.										
16. Identifies strategy of where to throw darts (high point areas) on various boards.										
17. Identifies who won each game.										
TOTALS......										

PHYSICAL RECREATION & GAMES: POOL/BILLIARDS

GOAL STATEMENTS: The student will play pool at home or in the community.

ASSESSMENTS:

1. Assess eye-hand coordination to determine if the student can hit a pool ball with the end of a cue stick.
2. Observe student's ability to track and focus.
3. Observe the student to determine if he/she can hit the ball with adequate force and direction.
4. Observe student's ability to identify color and numbers.

LEAD UP STRATEGIES:

1. Observe others playing pool in a movie, (i.e., "Minnesota Fats") or on T.V..
2. Watch a video tape of others playing pool.
3. Practice hitting balls using a modified table top game.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing pool and identify the purpose of this game.
2. The student will be able to hit a ball using a cue stick so that it travels in the intended direction.

LEVEL II (Full Participation)

1. The student will be able to hold a cue stick correctly and make contact with a cue ball.
2. The student will be able to identify the objectives of the game, aim at designated balls and take turns appropriately.
3. The student will be able to play a complete game of pool.

HOMEWORK STRATEGIES:

1. Watch a pool tournament at a local pool hall.
2. Visit a sporting goods store and look at pool equipment.
3. Play a game of pool with a family member or friend at home or at the local pool hall/bowling alley.
4. Locate pool tables in neighborhood commercial centers, (i.e., bars, recreation centers, etc.).

POOL/BILLIARDS

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date

Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)					
1. Observes pool game.					
2. Picks up ball and places in pocket.					
3. Picks up ball and rolls gently across table, visually tracking the ball.					
4. Picks up ball and rolls toward pocket.					
5. Picks up ball and rolls toward designated pocket.					
6. Picks up a cue stick.					
7. Uses large end of cue stick or bridge, to steady the shot in order to hit one ball.					
8. Stoops down over cue stick to line up shot.					
9. Using correct end of pool cue, hits one ball (directly).					
10. Hits one ball toward designated direction.					
LEVEL II (Full Participation)					
1. With cue stick resting on a bridge, moves stick back and forth smoothly.					
2. With cue stick resting on a bridge, moves stick and contacts/hits a ball.					
3. With non-dominate hand, holds cue stick in fingers while dominate hand holds back end of cue stick.					
TOTALS......					

POOL/BILLIARDS

continued..

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

LEVEL II continued......	pre/post	pre/post	pre/post	pre/post	pre/post
4. Leaning over with non-dominate hand resting on the table, slides cue stick in fingers, using proper arm movement.					
5. Using this form, hits cue ball directly.					
6. Identifies solid/stripes on the ball.					
7. Hits cue ball in direction of indicated target ball or pocket.					
8. Hits cue ball and makes contact with appropriate ball.					
9. Hits cue ball and then target ball towards pocket.					
10. Successfully pockets targeted ball.					
11. Demonstrates ability to adjust body position in order to line up ball(s) toward designated direction.					
12. Demonstrates bility to hit hard vs. hitting softly.					
13. Places all pool balls on table.					
14. Places rack at appropriate place on table.					
15. Places pool balls in rack, (without cue ball).					
16. Removes rack with pool balls properly set, (with or without assistance).					
17. Determines first player to shoot using various chosen methods.					
18. Stops at the end of each turn after shot is missed.					
19. Takes turns shooting.					
20. Identifies rules of a designated pool game.					
21. Can complete one game of pool.					
22. Follows pool etiquette.					
TOTALS......					

PHYSICAL RECREATION & GAMES:
PUTT-PUTT GOLF/MINIATURE GOLF

GOAL STATEMENTS: The student will play a game of putt-putt golf independently.

ASSESSMENTS:

1. Assess to determine if the student can grip and swing a golf club.
2. Assess eye-hand coordination to strike a stationary object.
3. Observe counting abilities to determine scoring modifications.
4. Putt-Putt Golf ecological inventory. (SEE APPENDIX)

LEAD UP STRATEGIES:

1. Practice putting for distance.
2. Practice putting around obstacles.
3. Use adapted putting games.
4. Visit a Putt-Putt Golf course.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing putt-putt, watching them hit the ball toward the hole.
2. The student will be able to hold a club and hit the ball forward.
3. The student will be able to move from one hole to the next.

LEVEL II (Full Participation)

1. The student will be able to identify placement of the ball and where the hole is located at each station.
2. The student will be able to hold a club with a proper grip, assume a putting stance and hit the ball toward the hole.
3. The student will be able to play putt-putt with a friend, keeping a modified score, taking turns correctly, moving in correct sequence and identifying the winner/loser.

HOMEWORK STRATEGIES:

1. Locate the closest Putt-Putt Golf course in the neighborhood; determine costs.
2. Go to a sporting goods store and look at golf putters.
3. Practice putting skills at home in the backyard.
4. Invite a family member or friend to play a game of Putt-Putt Golf.
5. Watch a putt-putt golf tournament on T.V. with a family member.

PUTT-PUTT GOLF

continued...

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

	pre	post	pre	post	pre	post	pre	post	pre	post
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)										
1. Observes others playing putt-putt golf.										
2. Picks up a club.										
3. Picks up golf ball.										
4. Carries club and ball to first station.										
5. Places ball on the starting point.										
6. Assumes putting position.										
7. Swings club back approximately 1' and hits the ball with enough force to move the ball closer to the hole.										
8. Waits and takes turns when directed.										
9. Hits ball into the hole.										
10. Picks up ball from hole and walks to the next station.										
LEVEL II (FULL PARTICIPATION)										
1. Identifies equipment.										
2. Selects a club that is the correct length for playing; picks up ball.										
3. Waits until 1st station is clear for playing and then approaches station without cueing.										
4. Places ball at starting point, on rubber mat; identifies target/hole.										
TOTALS......										

continued, next page.....

PUTT-PUTT GOLF

continued.....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL II (Full Participation)	pre/post	pre/post	pre/post	pre/post	pre/post
5. Grips club correctly(overhand grip, arms straight).					
6. Assumes putting position, (stands facing the ball, feet apart and the ball between the feet approximately 6" in front of toes).					
7. Adjusts stance so that the non-dominant side is positioned toward the hole.					
8. Looks at ball and swings club back slowly, approximately 1' and hits the ball with enough force to get close to the hole.					
9. On verbal request, demonstrates the ability to putt hard or easy.					
10. Demonstrates the concept of force by putting easy and/or hard for correct distance.					
11. Takes turns hitting the ball.					
12. Counts the number of swings used to sink the ball into the hole or uses a wrist counter.					
13. Hits ball into the hole then picks up ball and walks to the next station.					
14. Moves in correct sequence from station to station.					
15. If players are on the next station, waits for players to finish.					
16. Writes score down on score card and total number of strokes, (with/without assistance).					
17. At the end of game, returns the club and ball to the desk.					
18. Determines who won the game.					
19. Plays Putt-Putt independently.					
TOTALS......					

PUTT-PUTT GOLF

ECOLOGICAL INVENTORY

NAME: ______________________________

DATE: ______________________________

SCHOOL: ____________________________

	ENTRY	DATE COMPLETED	COMMENTS/MODIFICATION
PREPARATION			
1. Checks weather conditions for appropriate conditions to play putt-putt.			
2. Locates putt-putt golf course near home. (401 Gretna Blvd.-Gretna, LA.) (4901 Veterans Memorial Blvd. Metairie, LA.)			
3. Indicates he/she wants to go play putt-putt golf.			Uses alternative communicator device
4. Obtains directions to course.			
5. Obtains cost of playing putt-putt golf.			Uses money card
6. Dresses appropriately - wears casual clothing - wears sweater/jacket if necessary			
7. Arranges for transportation.			Asks a friend, parent neighbor or walks
8. Travels safely to putt-putt golf course.			
9. Goes to the entrance to the course.			
10. Goes directly to the counter for service.			
11. Tells attendant he/she wishes to play golf.			Uses alternative communicator device
12. Pays for game.			Uses money card
13. Picks up golf club to fit self and golf ball.			
14. Goes directly to starting hole #1.			
15. Establishes playing order.			

Putt-Putt Golf Ecological Inventory
continued.......

	ENTRY	DATE COMPLETED	COMMENTS/MODIFICATIONS
PUTT-PUTT			
16. If hole is busy, waits his/her turn to play each hole.			
17. Is polite and lets friends play first.			
18. Takes proper turn communicating and listening to others in group.			Uses alternative communicator device
19. Puts golf ball in correct spot to begin game.			
20. Identifies correct direction to hit the ball.			
21. Stands facing the ball and sideways to the hole.			
22. Hits the ball in the direction of hole with appropriate pressure.			
23. Watches where the ball goes.			
24. Steps up one or two steps.			
25. Steps over bumper curb.			
26. Straddles objects on course when necessary to hit the ball toward the hole.			
27. Adjusts hitting stroke (pressure) to account for distance to the hole.			
28. Locates obstacles and plans way to hit the ball toward the hole.			
29. Hits only his/her golf ball and not companion's with the club.			
30. Goes in correct numbered sequenced holes.			

Putt-Putt Golf Ecological Inventory
continued.......

	ENTRY	DATE COMPLETED	COMMENTS/MODIFICATIONS
31. Hits ball into the hole.			
32. Counts the total number of strokes to hit the ball into the hole.			Uses card to tabulate Uses golf counters
33. Writes score on sheet.			Uses wrist counter
34. Locates the ball hit into the hole.			
35. Picks up the ball.			Uses adaptive device to pick up ball
36. Does not pick up the ball before hit into the targeted hole.			
37. Waits for others to complete his or her turn.			
38. Identifies where to place the ball at each hole.			
39. Holds golf club correctly when not taking own turn.			
40. Completes course in correct numbered sequence.			
41. Completes course in correct playing sequence.			
42. Stops playing at last hole.			
43. Totals number of strokes.			Uses calculator
JUDGEMENTS			
44. Determines if he/she won an extra game. (if this course does it)			
45. Tells attendant he/she has won an extra game.			
46. Determines who had the fewest golf strokes and won.			
47. Demonstrates appropriate behavior for putt-putt golf.			

Putt-Putt Golf Ecological Inventory
continued.......

	ENTRY	DATE COMPLETED	COMMENTS/MODIFICATIONS
48. Remains in golf course area during game.			
49. Locates restroom (when needed)			
50. Does not talk to strangers.			
51. Hold golf club safely (does not swing in direction of others).			
52. Hold golf ball and sits it down on the course correctly. (Does not throw the ball)			
COMPLETION SKILLS			
53. Returns golf club and ball to attendant.			
54. Leaves with friends with whom he/she came with.			
55. Locates exit.			
56. Locates car/or transportation.			
57. Returns safely home with belongings.			
58. Locates and purchases snacks.			

Putt-Putt Golf Ecological Inventory
continued.......

	ENTRY	DATE COMPLETED	COMMENTS/MODIFICATIONS
COMMUNICATION			
59. Talks to friends/family members during the game.			
60. Talks about the game.			
61. Uses an appropriate tone of voice when talking.			
62. Uses appropriate language when talking.			

PHYSICAL RECREATION & GAMES:
TABLE GAMES & CARDS

GOAL STATEMENTS: The student will play one table/card game with one or more persons following the rules of the game.

ASSESSMENTS:

1. Observe the student to determine if he/she can count to twelve, demonstrate a one to one correspondence, match colors and numbers and hold cards in hand.

LEAD UP STRATEGIES:

1. Observe others playing table games in the community.
2. Visit a toy store and look at the various types of board games.
3. Discuss how to play various board games.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing Yahtzee, Sorry, UNO, Bingo and/or Solitaire.
2. The student will be able to sit at the table facing others, take turn when directed, and demonstrate awareness of the end of the game.
3. The student will be able to hold game materials and/or move the game pieces appropriately.

LEVEL II (Full Participation)

1. The student will be able to identify the game he/she wishes to play, (i.e., Yahtzee, Sorry, UNO and/or Bingo).
2. The student will be able to play (Name of the Game), (i.e., demonstrates awareness of the objectives of the game) following the rules and taking turns appropriately.
3. The student will be able to play (Name of the Game(s)) with peers or family members during his/her leisure time.

HOMEWORK STRATEGIES:

1. Go to a Bingo game at a church or community facility.
2. Visit a toy store and look at the board games available.
3. Play a table game/cards with family members and friends.
4. Invite friends over to play a table game/cards.
5. Plays a game of Solitaire at home.
6. Send data home as to what games have been learned and information about what the student can do independently.

SORRY

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

LEVEL I (Partial Participation with minimal verbal cues and/or prompts)	pre/post		pre/post		pre/post		pre/post		pre/post	
1. Observes others playing Sorry.										
2. Picks up one card when directed.										
3. Waits and takes turn in order.										
4. Moves marker around board correct number of spaces.										
5. Identifies winner of the game.										
LEVEL II (Full Participation)										
1. Prepares materials: shuffles cards and places in one pile in the middle of the board.										
2. Determines who plays first.										
3. Places pieces on home location.										
4. Demonstrates the ability to take turns in order.										
5. Demonstrates possible moves of the 2,3,4, or 5 cards.										
6. Demonstrates possible moves of the 7,8,10,11 and 12 cards.										
7. Demonstrates use of the "Sorry" card.										
8. Selects one card and determines the correct move forward, backward, or exchange places and executes.										
9. Demonstrates good strategy by making a good choice for the best position on the board.										
10. Demonstrates moving a piece in the safety zone.										
TOTALS......										

SORRY
CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
LEVEL II (FULL PARTICIPATION) continued.......	pre	post	pre	post	pre	post	pre	post	pre	post
11. Says/communicates "Sorry" when bumping an opponent back to start base.										
12. Demonstrates how to enter home by drawing the exact number.										
13. Identifies the winner of the game.										
14. Puts game away after game is over.										
15. Initiates the game of Sorry in a variety of settings.										
TOTALS......										

BINGO

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others playing Bingo.
2. Places marker on number pointed to by another person.
3. Waits to mark card until someone tells him/her to mark the card.
4. Repeats saying "Bingo" when told they have bingoed or raises arm to indicate bingo.
5. Clears card of all markers at the end of each game.

LEVEL II (Full Participation)

1A. Plays adapted Bingo game, such as color shape Bingo, Numbers 1-10, etc..
1. Places bingo card(s) in front of self.
2. Marks cards using correct method.
3. Waits for letter and number to be called.
4. Identifies letter rows, B-I-N-G-O.
5. Identifies numbers, 0-9.
6. Identifies number combination for two digit numbers (i.e., 1 and 2 for 12) with/without assistance.

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

BINGO

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL II (Full Participation) continued.........					
7. Identifies/touches the letter called out and touches the number called out on his/her card.					
8. Places marker on correct number.					
9. Identifies when he/she has bingoed in either a vertical and/or horizontal position on the card (Adapted overlays can be used).					
10. Identifies bingo when in either a diagonal and/or in four corners position on the card.					
11. Says/communicates "Bingo" at appropriate time.					
12. Reads and checks winning card.					
13. Clears card after every bingo.					
14. Puts cards and markers back in box.					
15. Plays Bingo with peers or family members at various settings.					
TOTALS......					

TABLE GAMES/CARDS
UNO

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

STUDENTS NAMES

SKILLS
ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observes others playing UNO.					
2. Picks up cards dealt to them.					
3. Holds cards up or places flat in front of self.					
4. Waits until told it's his/her turn to play.					
5. Matches 1,2,3, or 4 colors (Red, Blue, Green, Yellow).					
6. Identifies 1,2,3, or 4 colors.					
7. Matches numbers 1,2,3,4,5,6,7,8, 9 and/or 10.					
8. Given two choices, selects card needed to play.					
9. Places card on discard stack facing up.					
10. Selects one card when told to pick up a card, repeats when necessary.					
LEVEL II (Full Particiaption)					
1. Selects UNO to play from two choices.					
2. Prepares the materials; mixes or shuffles cards.					
3. Deals one card out at a time to each player.					
4. Gives each player 7 cards.					
5. Holds cards in hand, facing self.					
6. Matches/identifies the 4 colors.					
7. Matches/identifies numbers 1 thru 10.					
TOTALS......					

TABLE GAMES/CARDS
UNO
CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (FULL PARTICIPATION) continued......	pre/post	pre/post	pre/post	pre/post	pre/post
8. Place all same colored cards together in hand.					
9. Plays card in proper turn.					
10. Follow directions on card when appropriate (i.e., skip, reserve and draw four) with assistance/without assistance.					
11. Follows rules of UNO.					
12. Plays direction cards indicating purposeful strategy.					
13. Says "UNO" at appropriate time.					
14. Indicates when the game is over and the winner.					
15. Plays "UNO" with peers at various settings.					
TOTALS......					

YAHTZEE

Adapted Physical Education Teacher

School

Pre Test Date　　Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observes others playing Yahtzee.					
2. Shakes dice in a cup and empties on table.					
3. Waits and takes turns in order.					
4. Counts dots on dice (with/without assistance).					
LEVEL II (Full Particiaption)					
1. Selects Yahtzee to play out of two choices.					
2. Sets up scoring cards, pencils, dice and cup.					
3. Rolls die to determine who plays first.					
4. Waits and takes turns.					
5. Rolls dice onto the table.					
6. Counts the number of spots on the top part of each die (with/without assistance).					
7. Recognizes dice patterns necessary for scoring (with/without assistance).					
8. Rolls dice three times for each turn.					
9. Demonstrates strategy as to how many dice to pick up on each roll.					
10. Records the score or asks for help in scoring.					
TOTALS......					

SOLITAIRE

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES									
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)	pre/post		pre/post		pre/post		pre/post		pre/post	
1. Observes someone playing Solitaire.										
2. Observes someone playing Solitaire and is able to follow the game.										
3. Recognizes if the player won or lost.										
LEVEL II (Full Participation)										
1. Identifies cards in sequence, (a sequence chart may help).										
2. Identifies suits and colors of suits.										
3. Displays cards in correct sequence by each suit.										
4. Lays out cards in correct pattern for solitaire game.										
5. Turns over top card on each stack.										
6. Draws 3 cards at a time (can be modified to one card at a time).										
7. Plays the cards off in sequence until all cards are gone or he/she cannot play anymore.										
8. Performs all steps independently										
TOTALS......										

PHYSICAL RECREATION & GAMES: VIDEO GAMES

GOAL STATEMENTS: The student will play one or more vieo games at home or in the community.

ASSESSMENTS:

1. Observe the student's ability to use switch devices for video games.
2. Observe the student's mobility and visual tracking skills to determine if he/she can utilize some commercial video games(i.e., sitting or stand on one foot games).
3. Administer "Video" ecological inventory in the community. (See Appendix)

LEAD UP STRATEGIES:

1. Visit an Arcade and observe others playing games.
2. Listen to others talk about their favorite video games.
3. Play hand held games.
4. Practice turning knobs, twisting dials, etc..

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others playing video games and identify the beginning and end of each game.
2. The student will be able to place hands on the controls, look at the screen and identify the effects of moving/manipulating the various controls.

LEVEL II (Full Participation)

1. The student will be able to operate a video game: (turn on/off monitor and manipulate controls).
2. The student will be able to identify the objective(s) of the game and the cause/effect of moving of each control.
3. The student will be able to play a game in a video arcade (placing correct amount of money in box, pushing start button, operating controls).
4. The student will be able to play a video game with a peer identifying and demonstrating taking turns, starting/finishing and winning/losing a game.

HOMEWORK STRATEGIES:

1. Challenge siblings or parents to play a video game at home or in an arcade.
2. Locate closest arcade in neighborhood/determine costs of most games.
3. Play video game(s) in the arcade with a family member or friend.
4. Play video game(s) at home with a friend.

VIDEO GAMES

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others playing a video game.
2. Moves joystick controls:
   - moves forward
   - moves backward
   - moves side to side
   - moves to neutral position.
3. Looks in direction of screen for 30 seconds to 1 minute.
4. Recognizes the affects of moving the joystick.
5. Demonstrates awareness of the beginning of the game and when to move the joystick/controls.
6. Stops playing at the end of each game.
7. Performs activities 2 through 6 with verbal cues only.

LEVEL II (Full Participation)

1. Selects video game to play from two choices.
2. Turns on T.V. monitor.
3. Turns to correct T.V. channel (3) for playing video game.
4. Places video game tape into control bos.
5. Turns on video game, ON switch or button.
6. Pushes number of players indicated(1 or 2 players).

VIDEO GAMES

continued.....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL II continued.....	pre/post	pre/post	pre/post	pre/post	pre/post
7. Pushes START/PLAY button.					
8. Places dominate hand on joystick controls.					
9. Moves joystick forward, backward, side to side, diagonally and into neutral position.					
10. Purposefully moves joystick in direction desired.					
11. Looks in the direction of the monitor during the game.					
12. Plays a partner video games and takes turn in appropriate sequence.					
13. Identifies playing time: a. awareness of time available b. awareness of end of game.					
14. Demonstrates understanding of winning/losing.					
15. Maintains activity/interaction for the entire time played.					
16. Knows location and costs of video arcades in the community.					
17. Plays video games at home or in an arcade with family/friends.					
TOTALS......					

STUDENT NAME ____________________

DATE ____________________

SCHOOL ____________________

VIDEO ARCADE ECOLOGICAL INVENTORY

	DATE	DATE COMPLETED	COMMENTS/MODIFICATION
PREPARATION:			
1. Indicates he/she wishes to play video games.			
2. Obtains money and permission to go to the mall and play video games.			Uses money card
3. Identifes nearest video arcade facility.			
4. Obtains transportation to the nearest video arcade.			Rides a bus, asks a friend/parent for a ride, walks, etc..
5. Locates and goes directly to the entrance to the mall.			
6. Walks through mall to video arcade area.			
7. Does not talk to strangers.			
8. Locates and goes directly to the entrance to the video arcade.			
9. Obtains quarter/token to play video games: - from attendant - from coin machine - brings quarters/tokens			
10. Looks at all the video games and determines which one he/she wishes to play first.			
11. Determines which machines are accessible for him/her.			Uses adapter to play game if required

Video Arcade Ecological Inventory

	DATE	DATE COMPLETED	COMMENTS/MODIFICATIONS
12. Determines if the desired game is available for playing, waits his/her turn to play.			
13. Identifies and gets out the correct amount of money required to play the machine.			
14. Determines and assumes the correct body position to play the game: - sitting - standing			
15. Places the correct amount of money/tokens required to play the game in the coin slot: - 25¢ - 50¢			
16. Determines if one or two players will play the game.			
17. Locates the switch that manipulates how many players to and selects the correct number: - one player - two players			
18. Starts the game by pushing the start button, switch or paddle.			
19. Manipulates the mechanism that operates the machine: - joystick - pull lever(pinball machine) - flipper button(pinball machine) - flip ball - steering wheel (car) - steering handles(motorcycle) - accelerator/brake (car) - pull trigger on gun - push buttons			
20. Plays the game.			

	DATE	DATE COMPLETED	COMMENTS/MODIFICATIONS
21. Looks at screen/game during playing.			
22. Watches partner play.			
23. Knows when it's his/her turn to play. Alternates turn taking.			
24. When game ends, moves on to next game, plays another game or leaves the arcade at the end.			
JUDGEMENTS:			
25. Identifies "Out of Order" sign on machine and does not play the machine.			
26. When it's time to go home, he/she leaves quietly.			
27. Knows when the arcade is open and closed. - time for arcade to close - time for arcade to open - time to go home - money			
28. Walks across parking lot and mall safely and courteously.			
29. When out of money, leaves the arcade.			
30. Compares score and determines if better than partner's or own score has improved.			
31. If machine does not operate correctly after placing correct change in the machine, asks for assistance.			Uses alternate communication device
ENDING:			
32. Gathers belongings.			

Video Arcade Ecological Inventory

	DATE	DATE COMPLETED	COMMENTS/MODIFICATIONS
33. Leaves quietly by exit.			
34. Returns the same way he/she came.			
35. Returns home near targeted return time.			
COMMUNICATION:			
36. Asks for change from attendant.			Uses alternate communication device.
37. Takes turns listening and talking to companion.			
38. Looks in the direction of the person speaking to him/her.			

CREATIVE ARTS

CREATIVE ARTS:
SOCIAL DANCE

GOAL STATEMENTS: The student will dance with another person to current music, slow and fast dancing.

ASSESSMENTS:

1. Assess student's gross motor skills, mobility and balance.
2. Determine student's ability to imitate a motor task. Does he/she retain/remember the motor movement?
3. Determine if the student recognizes various types of rhythmic patterns/music?

LEAD UP STRATEGIES:

1. Watch others dance.
2. Watch "Soul Train" or "American Bandstand" on T.V..
3. Watch amovie that has dancing, "All That Jazz", "Girls Just Want To Have Fun", etc.
4. Complete an aerobic dance unit with exercise routine performed to beats.
5. Complete Music Appreciation Unit.
6. Perform simple rhythmic activities, (clapping, jumping, walking) to a specific beat.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others dancing.
2. The student will be able to move his/her body in a dancing fashion to the rhythm of the music.
3. The student will be able to dance with a partner and begin and stop dancing at the appropriate time.

LEVEL II (Full Participation)

1. The student will be able to appropriately ask a partner to dance and position his/her self appropriately for a slow or fast dance.
2. The student will be able to dance a favorite slow and fast dance to the correct music.
3. The student will be able to perform a social dance with a partner.

HOMEWORK STRATEGIES:

1. Go to a school dance with a friend.
2. Practice dancing at home in front of a mirror to music.
3. Rent video movies that have dancing.
4. Take dance lessons at a local dance school.
5. Use aerobic dance video tapes.

SOCIAL DANCE

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observes others dancing.					
2. Claps hands to music on beat.					
3. Rocks to rhythm of music.					
4. Demonstrates awareness that you dance with a partner.					
5. Looks up at a person asking him/her to dance.					
6. Stands up when asked to dance.					
7. Walks to an appropriate spot/ place on the dance floor.					
8. Moves any body part(reaction to music).					
9. Moves feet when music plays (no step or rhythm required).					
10. Stops moving body when music stops.					
11. Looks in direction of dancing partner several times during the course of a dance.					
12. When dance is over, walks back to chair.					
13. Performs activities 2 through 12 with verbal cues only.					
LEVEL II (FULL PARTICIPATION) (Performs 2 and 3 from LEVEL I)					
FAST DANCE					
1. Appropriately asks another to dance.					
continued, next page.......					
TOTALS......					

SOCIAL DANCE
continued..

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II continued..... FAST DANCE	pre/post	pre/post	pre/post	pre/post	pre/post
2. Responds appropriately to partner's answer.					
3. Locates an appropriate place to dance on the dance floor.					
4. Dances near(close to) partner.					
5. Begins dancing when music starts or once on the dance floor if music ahs already started.					
6. Moves feet and body parts from side to side.					
7. Moves feet two steps to one side, then the other.					
8. Moves feet forward one step (two steps).					
9. Moves feet backward one step (two steps).					
10. Bends legs at knees and moves up and down rhythmically.					
11. Moves feet according to the rhythm beat.					
12. Moves hands and arms appropriately to the beat of the music.					
13. Looks at dance partner several times during the course of the dance.					
14. Talks to dance partner at least once during the course of the dance.					
15. Moves hands and arms independent of feet movement during fast dance.					
16. Can combine 2 steps to a dance, (side to side, or forward, backward).					
TOTALS......					

continued, next page.......

SOCIAL DANCE
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II continued......	pre/post	pre/post	pre/post	pre/post	pre/post
FAST DANCE					
17. Can combine 3 steps to a dance, (forward, backward, one side step).					
18. Can combine 4 or more dance moves to music (forward, backward, side to side, bend knees once) and turn around.					
19. Can perform specific current dances.					
20. Recognizes end of dance and returns to chair or returns partner to chair.					
21. Walks partner back to original spot, or thanks partner for dance (any acknowledgement).					
SLOW DANCE					
1. Differentiates between slow and fast music.					
2. Looks up at a person asking him/her to dance.					
3. Stands up when asked to dance.					
4. Assumes correct hand position for dancing slowly with a partner.					
5. Keeps hand on partner correctly during the entire slow dance.					
6. Moves feet and body parts from side to side.					
7. Moves feet one (two) steps.					
8. Moves feet forward one (two) steps.					
9. Moves feet backward one (two) steps.					
10. Moves feet according to the rhythm beat.					
TOTALS......					

continued, next page......

SOCIAL DANCE
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II continued....	pre/post	pre/post	pre/post	pre/post	pre/post
SLOW DANCE					
11. Looks at/talks to dance partner several times during the course of the dance.					
12. Can combine two steps to a dance(side to side or forward, backward).					
13. Dances a box step.					
14. Learns to turn a partner(leader) or to perform a turn(follower).					
15. Performs a specific slow dance with a partner (box step, waltz, etc.).					
16. Identifies end of dance and returns to chair or returns partner to chair.					
17. Walks partner back to original spot, or thanks partner for dance (any acknowledgement).					
TOTALS......					

CREATIVE ARTS:
*SQUARE DANCE

GOAL STATEMENTS: The student will demonstrate basic square dance steps.

ASSESSMENTS:

1. Observe the student to determine if he/she can follow verbal directions.
2. Assess student's gross motor, mobility, and balance skills.

LEAD UP STRATEGIES:

1. Watch others square dance on a video tape.
2. Visit a dance or party that has square dancing.
3. Visit a store that sells square dance clothing and equipment.

MODIFICATIONS/EXPANSIONS:

*Prior to selecting this activity, determine if it is appropriately based on leisure preferences of adults in the community.

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others dancing.
2. The student will be able to bow to partner, circle home and swing partner, with verbal cues.
3. The student will be able to perform skills in #2 with music and calls.

LEVEL II (Full Participation)

1. The student will be able to get into a square dance set and recognize his/her specific position in the square.
2. The student will be able to perform ____ of the following steps with verbal cues:
   - bow to partner, corner and lead couple
   - couple in and out of circle
   - circle home and reverse circle
   - swing partner
   - promenade partner
   - doe-se-doe partner
   - doe-se-doe corner
   - promenade partner
   - allemande corner/partner
   - move in and out of center
   - grand right/left
3. The student will be able to perform a square dance routine to music with calls.

HOMEWORK STRATEGIES:

1. Listen to square dance music and calls.
2. Attend local square dance.
3. Square dance at church functions.

SQUARE DANCE

Adapted Phys. Ed. Teacher ____________________

School ____________________

Pre Test Date ____________ Post Test Date ____________

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others square dance.
2. Responds when asked to dance.
3. Gets into square set, ready position.
4. Bows to partner.

4B. Bows to corner person.

5. Circles home with partner.
6. Swings partner, one swing.
7. With music and calls, performs bow to partner.

7B. With music and calls, performs bow to corner.

8. With music and call, circles partner home.
9. With music, swings partner once.
10. Responds to"stop at home" call.
11. Performs activities 1 thru 9 with verbal cues only.

LEVEL II (Full Participation)

1. Gets a partner and forms a square.
2. Walks to/stands in designated spot.
3. Identifies specific position in the square.
4. Identifies corner,head couple, side couple.

continued, next page........

Totals.....

	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

SQUARE DANCE
continued.:.

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

STUDENTS NAMES

Pre Test Date
Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL II (Full Participation) continued......	pre/post		pre/post		pre/post		pre/post		pre/post	
TO MUSIC AND CALLS, THE STUDENT:										
5.Bows to partner.										
6.Bows to corner.										
7.Bows to head couple/side couple										
8.Couple in and out of center.										
9.Circles home with partner.										
10.Recognizes "stop at home" call.										
11.Reverses circle home with partner.										
12.Swings partner.										
13.Swings corner.										
14.Promenades partner.										
15.Moves in and out of center, (gentlemen/ladies).										
16.Doe se does partner.										
17.Doe se does corner.										
18.Doe se does opposite.										
19.Men/Lady star center.										
20.Men/Lady star opposite.										
21.Allemande corner.										
22.Grand right and left.										
23.Performs 5 thru 22 with music and teacher calls.										
24.Performs 5 thru 22 with music and calls.										
TOTALS......										

CREATIVE ARTS:
MUSIC APPRECIATION

GOAL STATEMENT: The student will independently operate a music device(radio, record player, tape recorder and/or T.V.) and select his or her desired music.

ASSESSMENTS:

1. Assess fine motor abilities to push buttons, turn knobs, and pick up small objects.
2. Assess the student's ability to recognize a specific song/record.
3. Administer entry/exit checklist.

LEAD UP STRATEGIES:

1. Listen to a variety of music on records, radio, and live, if possible.
2. Practice listening skills in recognizing different kinds of music.
3. Encourage rhythmic movements (clapping, dancing, etc.)to different kinds of music
4. Visit a record store.
5. Visit a music store that sells music equipment.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and\or physical prompts)

1. The student will be able to listen passively to various types of music.
2. The student will be able to push/turn a play button (marked with tape) or use a pressure switch to turn on/off a radio/recorder.
3. The student will be able to respond (clapping, singing,moving,etc.) to various types of music.

LEVEL II (Full Participation)

1. The student will be able to operate two,three, or four different types of equipment used to listen to music(i.e.,radio, tape recorder, walkman with headphones, record player, etc.).
2. The student will be able to identify three,four or five different types of music and name specific artists.
3. The student will be able to recognize and identify ____ specific musical instruments and play a tune on a autoharp, keyboard or ____________________.

HOMEWORK STRATEGIES:

1. Attend a music concert/music festival with a friend at the university, high school, park, zoo, etc..
2. Listen to music at home on the radio, record player, tape recorder and/or T.V.(MTV station).
3. Visit a record store and note the prices of specific albums, the location of music categories, etc..
4. Bring to school tapes/records of favorite musicians.
5. Record different types of music on the radio.
6. Purchase a musical instrment (keyboard, etc.) and take lessons.

MUSIC APPRECIATION

____
Adapted Physical Education Teacher

____
School

____________ ____________
Pre Test Date Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL I (Partial Participation, with minimal verbal cues and/or physical prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1.Listens passively to music.					
2.Responds(demonstrates awareness) to music.					
3.Responds by humming/singing to various types of music.					
4.Responds by tapping or clapping to various types of music.					
5.Turns marked knob or uses pressure switch to turn on a radio.					
6.Turn unmarked knob or uses pressure switch to turn on a radio.					
7.Pushes marked play button on a tape recorder or uses pressure switch.					
8.Turns off radio using knob, button, or pressure switch.					
9.Listens to an entire song.					
10.Listens to 2,3,or 4 types of music.					
11.Indicates awareness(smiling, keeping rhythm, etc.) of different types of music.					
12.Performs activities 1 through 11, with verbal cues only.					
TOTALS......					

MUSIC APPRECIATION

continued.....

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL II (Full Participation)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Responds to music by tapping, clapping, moving, humming, or singing.					
2. Identifies two(2) types of equipment in order to listen to music (i.e., radio, tape recorder, record player, T.V.; MTV).					
3. Turns on/off a radio.					
4. Tunes in a station on a radio.					
5. Can tune into a specific station on a radio.					
6. Turns on/off tape recorder.					
7. Places tape into tape recorder.					
8. Ejects and changes tape.					
9. Records a song playing on the radio.					
10. Use recorder/radio with headphones.					
11. Turns on/off record player.					
12. Places record on turntable.					
13. Places needle on record.					
14. Changes record.					
15. Turns on/off television.					
16. Select MTV station.					
17. Identifies favorite artist(s).					
18. Identifies 2,3, and 4 types of music(country,rock,folk,jazz, classical,heavy metal, etc.).					
19. Identifies different rhythms and beats with different kinds of music.					
(cont'd next page)					
TOTALS......					

MUSIC APPRECIATION
continued:..

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (Full Participation) continued.......	pre/post	pre/post	pre/post	pre/post	pre/post
20. Student chooses a specific record/tape to listen to.					
21. Communicates one or more types of music he/she enjoys.					
22. Identifies "Top 10" popular singles.					
23. Identifies instruments when heard in musical composition.					
24. Sings words to favorite song.					
25. Collects tapes/records of favorite artist.					
26. Independently buys tapes/records of favorite artist.					
27. Plays musical instrument: keyboard, autoharp, etc..					
28. Plays song on musical instrument.					
TOTALS......					

CREATIVE ARTS:
Photography

GOAL STATEMENTS: The student will operate and take pictures using a polaroid camera, and/or an instamatic/35mm camera.

ASSESSMENTS:

1. Observe the student to determine if he/she can hold a camera.
2. Observe fine motor (push a button) and visual skills (look through lens).
3. Can student follow verbal instructions.

LEAD UP STRATEGIES:

1. Have the students bring in pictures of their families.
2. Invite a photographer to class to demonstrate how to take pictures and develop film.
3. Bring different kinds of cameras into class and discuss how to handle and operate them.
4. Discuss occasions on which pictures can be taken(vacations, outings, parties, etc.).

MODIFICATIONS/EXPANSIONS: Photography can be combined with teaching an independent exercise program in which the students take pictures of each other performing (8) specific exercises. The pictures can then be laminated and put in a ring binder to be used as visual cue to assist a student with his individual exercises.

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will observe others taking pictures.
2. The student will be able to pose for a picture and identify self in the picture.
3. While the instructor holds the camera, the student will be able to look through the view finder and depress the shutter button.

LEVEL II (Full Participation)

1. The student will be able to load film in the camera and prepare the camera for the first picture.
2. The student will be able to take a picture of a specified subject.
3. The student will be able to handle pictures appropriately and make a photo album.
4. The student will be able to use a polaroid camera.
5. The student will be able to use a 35mm/instamatic camera, (a camera that requires focusing).

HOMEWORK STRATEGIES:

1. Take pictures of your family members and friends.
2. Take a trip with the family to the park, zoo, or country to take pictures.
3. Display work in photo album or framed pictures.
4. Takes pictures on a vacation.
5. Go to a camera store and purchase film.

PHOTOGRAPHY

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observe others taking pictures.
2. Poses while others take their picture.
3. Identifies self in picture.
4. Identifies other subjects in picture.
5. Looks through view finder or over the top of the camera to line up picture.
6. Depresses the shutter button or adapted switch, while teacher holds the camera.
7. Looks at finished photograph.
8. Identifies subject of finished photograph.
9. Places pictures in photo album or picture frame.
10. Performs activities 1 through 9 with verbal cues only.

LEVEL II (Full Participation)

1. Removes camera from box or storage.
1b. Opens lens (by pulling up flash unit on polaroid).
2. Checks to see if there is film (any number from 10 to 1 showing on camera window).

LEVEL II continued, next page...

	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

PHOTOGRAPHY
continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (FULL PARTICIPATION) continued........	pre/post	pre/post	pre/post	pre/post	pre/post
3. Positions camera so lens is away from body and view finder is towards self.					
4. Puts camera up to face.					
5. Lines eye up with view finder or looks over the top of the camera.					
6. Places finger on shutter button					
7. Aims camera toward subject.					
8. Depresses shutter button when ready and holds camera still.					
9. Pulls film out from front of camera.					
10. Waits approximately 60 seconds for film to develop.					
11. Looks at finished picture.					
12. Locates area for loading film.					
13. Pushes latch forward to open film door when changing film pack.					
14. Removes old film pack by pulling colored tab.					
15. Slides new film pack in, open face up and colored tab out.					
16. Closes film door tightly.					
17. Takes picture of specific subjects.					
17b. Takes a sequence of pictures for an exercise routine.					
TOTALS......					

(cont'd next page...)

PHOTOGRAPHY
continued..

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (FULL PARTICIPATION) continued........	pre/post	pre/post	pre/post	pre/post	pre/post
18. Chooses subjects of pictures to be taken.					
19. Handles pictures appropriately.					
20. Identifies subjects of pictures taken by others.					
21. Categorizes pictures in similar/different categories or sequences.					
22. Places pictures in a photo album.					
23. Uses an instamatic camera(35mm) and performs steps 1 through 22 with necessary modifications.					
24. Focuses a camera/adjusts settings properly.					
TOTALS......					

CREATIVE ARTS: QUICKPOINT/NEEDLE POINT/LATCH HOOKING/CROSS STITCH*

GOAL STATEMENTS: The student will stitch a design printed on a pattern.

ASSESSMENTS:

1. Assess the students eye-hand and fine motor abilities to determine if he/she can hold a needle and stitch on various sized surfaces.
2. Determine if the student can follow a pattern drawn on the material.
3. Determine ability to follow multi-step directions.

LEAD UP STRATEGIES:

1. Look at magazines that have quickpoint projects.
2. Visit a crafts store and look at quickpoint materials and kits.
3. Watch video tape demonstration of someone doing quickpoint.
4. Do paper/pencil tasks and needle/yarn cards to teach "diagonal" quickpoint.

MODIFICATIONS/EXPANSIONS:

*This unit can be adapted for any stitching project. Entry/Exit sheets have been written for CROSS STITCH AND LATCH HOOKING.

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others Quickpointing.
2. The student will be able to push the needle through the specified hole on the plastic pattern and pull it out on the opposite side (____ repetitions).
3. The student will be able to select color of yarn/thread and choose a desired design.
4. The student will be able to select a latch hook project and pull the yarn through.

LEVEL II (Full Participation)

1. The student will be able to choose colors of yarn and the pattern to stitch.
2. The student will be able to thread a needle, knot the thread, and stitch on a line.
3. The student will be able to stitch a designated pattern and complete the project.
4. The student will be able to select a latch hook project.
5. The student will be able to complete a latch hook project.

HOMEWORK STRATEGIES:

1. Visit a crafts store and buy yarn, kit, etc.
2. Visit a store that sells stitchery pieces.
3. Make a Quickpoint gift/holiday decoration at home.
4. Take a stitchery class.

QUICKPOINT/NEEDLEWORK

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date　　Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Observe others doing needlework.					
2. Picks up needle (tip prehension)					
3. Allows teacher to thread needle.					
4. Pulls yarn through eye.					
5. Allows teacher to tie knot at end of yarn.					
6. Cuts yarn at designated spot.					
7. Puts needle in the hole at the starting point, indicated by the teacher.					
8. Pushes the threaded needle through the hole.					
9. Pulls needle and yarn through the backside.					
10. Pulls thread/yarn tight to complete stitch.					
11. Moves point of needle to next stitch indicated by the teacher.					
12. Repeats steps 7 thru 10 until at the end of the line.					
13. Allow teacher to finish piece of yarn (runs needle under several stitches on backside and pulls through).					
14. Cuts yarn in designated spot.					
15. Performs activities 1 thru 14 with verbal cues only.					
LEVEL II (Full Participation)					
1. Selects pattern/design from four(4) choices.					
TOTALS......					

QUICKPOINT/NEEDLEWORK
continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
LEVEL II (FULL PARTICIPATION) continued.....	pre/post		pre/post		pre/post		pre/post		pre/post	
2. Selects color(s) of yarn/string from four(4) choices.										
3. Organizes materials (opens cloth and/or plastic pattern, sets out yarns/string and needle).										
4. Selects correct color of yarn to begin row.										
5. Threads needle through eye (may use needle threading device).										
6. Pulls yarn through eye.										
7. Cuts yarn at appropriate length.										
8. Ties knot at end of yarn.										
9. Puts needle in the hole at the starting point.										
10. Pushes needle through the hole and pulls out on backside.										
11. Pulls yarn tight to complete stitch.										
12. Completes entire row of same color.										
13. Anchors thread by running the needle behind several stitches and cutting end loose.										
14. Changes color of yarn appropriate for the design.										
15. After completing stitches with that color, anchors thread by running the needle behind several stitches and cutting end loose.										
16. Completes the designated design.										
17. Designs own quickpoint project.										
18. Completes quickpoint project at home.										
TOTALS......										

MODIFICATIONS FOR A LATCH HOOK KIT

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

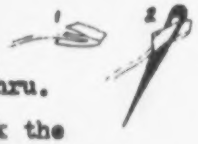
	STUDENTS NAMES				
SKILLS ENTRY/EXIT CHECKLIST					
LEVEL II (FULL PARTICIPATION)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Selects pattern/design from 4 choices.					
2. Selects colors of yarn for design.					
3. Organizes materials.					
4. Selects correct color of yarn to begin first row.					
5. With latchet open, works the hook under one cross strand of the canvas.					
6. Loops a length of cut yarn under one cross strand of the canvas.					
7. Places both ends(making the lengths even) of the yarn into the open hook.					
8. Tugs the hook towards himself/herself which brings the yarn ends through the loop under the base of the hook.					
9. With fingers, grasps and tugs the yarn ends to tighten the knot.					
10. Changes color of yarn when necessary.					
11. Latch hooks row by row in a consistent manner until project is completed.					
12. Completes project by trimming.					
MODIFICATIONS FOR BRAIDING/MACRAME'					
1. Learns procedure by braiding with three different colors of pipe cleaners(string).					
2. Selects braid/macrame' project.					
3. Collects materials for the project.					
4. Prepares materials by measuring, cutting, and sorting.					
TOTALS......					

continued, next page...

QUICK POINT

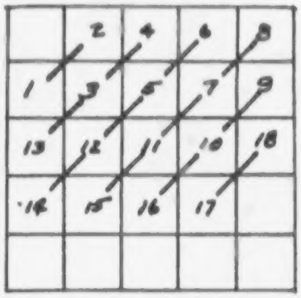
General Instructions

use regular 4 ply Knitting Yarn, either Orlon or wool. For best results use 24" to 36" pieces for stitching. Longer pieces will knot, fray and become thin when pulled thru the plastic mesh. Do the design first then fill in the background.



THREADING THE NEEDLE Cut a small piece of paper a little more than ½" wide. Fold the paper in half over the end of the yarn. Put the folded edge of the paper thru the needle eye and pull the yarn thru.

LOCATING THE DESIGN Place plastic mesh over the pattern and mark the design, using permanent color felt pen. Do not use water color pens as the color will stain the yarn if it becomes wet.



HALF CROSS STITCH Work from left to right bringing the yarn up thru square 1. Leave a short end about 3/4" long under the plastic mesh. This will be secured as the stitches form on the back, if you hold the end under the place where you are working. Now put the needle into the square marked 2 and pull the yarn thru completing the first stitch. Next come up thru square 3 and down into 4, up 5 and down 6, continue until you complete the row.

Second Row - Work from right to left. Bring the yarn up thru hole 9 and down into 10, up 7, down 11, up 5, down into 12, continue until you complete the row.

Third Row - Work from left to right. Bring the yarn up thru square 14 then down into 12, up 15 and down 11, up 16 down 10 until you complete the row.

ENDING THE THREAD When you get to a place where you only have 3 or 4 inches of yarn left on the needle, you stop with the yarn on the back side of the mesh. Slip the needle under 4 or 5 stitches and pull the yarn thru. Cut off the extra yarn to keep the back as neat as possible. Now start a new length of yarn and leave about a 3/4" tail on the back as you did when you started the first piece.

FINISHING THE EDGES When you have completed the design and background of the square you will still have the outer border of plastic exposed. If you intend to use the square for a coaster you just overcast the edges using a single strand of yarn. Go thru the corner holes twice so that the corners are covered with yarn.

If you plan to attach two or more squares together for a purse or a belt do not finish the edges until you are ready to put them together. Then place two pieces side by side and attach them by sewing the two exposed plastic edges together.

To help you get started, we have included patterns for 6 different designs; Mushroom, Smiley, Scotch Squares, Tree, Drum and an Initial. Decide what colors you would like to use before starting. By way of suggestion, these are the colors we used on our samples.

Mushroom - Beige top, Brown stem, Gold background with Dark Green border.
Smiley - Outline face with Black, Pink face, Lt. Blue background, Black border.
Scotch Squares - Use Maroon on center and 4 corner squares of central design, all other squares are lt. Green, White (use Half Cross stitch) background with Maroon border.

Now you are on your own - have fun developing your own designs and color schemes.

Hortoncraft
SINCE 1933

NORTON HANDICRAFT CO., INC.
P. O. BOX 330
FARMINGTON, CONN. 06032

MODIFICATIONS FOR BRAIDING/MACRAME'
continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II Continued......	pre/post	pre/post	pre/post	pre/post	pre/post
5. Knots three strands of fiber at one end.					
6. Secures materials by: a)placing the knot under the clip of a clipboard, b) tying it to a door knob, or c) closing knot in a door to hold.					
7. Color codes each strand by loosely tying red, yellow and blue threads towards the top of the workign area, in this order, beginning to the left.					
8. Takes the strands in his/her hands and moves the left strand (coded red) over the yellow and places it by the blue, keeping an even tension on all strands.					
9. Moves blue over red and places it by yellow.					
10. Takes yellow and moves it over blue, placing it next to red.					
11. Takes red and moves it over yellow next to blue.					
12. Takes blue and moves it over red next to yellow.					
13. Takes yellow and moves it over blue next to red.					
14. With the strands in the original position, slides the color guides downward as the braid reaches them. Repeat steps 8 through 13 until the braid is three inches from the end of the strands.					
15. Knots the three strands to hold the braid.					
TOTALS......					

CREATIVE ARTS:
CERAMICS

GOAL STATEMENTS: The student will identify the materials and will follow proper procedures to make a finished ceramic piece.

ASSESSMENTS:
1. Determine level of motor skills, especially for grasping, painting, sanding and pouring.
2. Observe student's ability to handle materials and student's sense of responsibility.
3. Determine student's ability to follow directions and to complete multi-step tasks independently.
4. Administer the entry/exit checklist.

LEAD UP STRATEGIES:
1. Visit craft and gift shops.
2. Create a pictorial checklist for students to assure organized preparation of materials.
3. Show different types of ceramics projects.
4. Look at ordering catalogs with various types of molds, glazes, and projects.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others in a ceramics class and not handle materials unless instructed.
2. The student will be able to select a glaze from 2 choices and assist with painting/glazing of a ceramic piece.

LEVEL II (Full Participation)
1. The student will be able to select a mold and collect the materials needed to sand and glaze.
2. The student will be able to complete a ceramics project, independently sanding and glazing (excluding firing).

HOMEWORK STRATEGIES:
1. Visit holiday craft shows.
2. Make gifts for special occasions, such as Mother's Day, Christmas, etc..
3. Attend school/community crafts shows.
4. Purchase supplies at a ceramics store.
5. Attend ceramics class at a local recreation center.

CERAMICS

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)					
1.Observes others in ceramics class.					
2.Does not pick up fragile ceramic pieces.					
3.Given two(2) choices of colors, selects one.					
MATERIALS ALREADY PREPARED:					
4.Holds brush correctly for dipping.					
5.Dips brush in glaze jar (1/2" to 1").					
6.Wipes glaze on edge of jar.					
7.Holds greenware gently:teacher or tutor holds greenware.					
8.Paints greenware evenly.					
9.Performs activities 1 thru 8 with verbal cues only.					
LEVEL II (Full Participation)					
1.Given a choice of 5 molds, selects a mold.					
2.Assists teacher in preparing slip and selected mold.					
3.Watches while teacher pours slip into mold.					
TOTALS......					

continued, next page......

CERAMICS
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (Full Participation) continued.....	pre/post	pre/post	pre/post	pre/post	pre/post
AFTER MOLD HAS BEEN FIRED:					
4. Collects materials required: brush, glazes, sandpaper, and newspaper.					
5. Spreads newspaper out on working surface.					
6. Places materials on working surface.					
7. Inspects greenware for cracks.					
8. Sands seam marks on greenware.					
9. Wipes greenware.					
10. Decides on color of glazes.					
11. Opens jar of glaze.					
12. Dips brush in glaze 1/2" to 1".					
13. Wipes off excess glaze on side of jar.					
14. Carefully paints selected area.					
15. Paints details.					
16. Sets aside to dry.					
17. Cleans brushes.					
TOTALS......					

CREATVIE ARTS:
DECOUPAGE/WOODWORKING

GOAL STATEMENTS: The student will complete a woodworking/decoupage project.

ASSESSMENTS:

1. Assess the student's ability to discriminate between textures,(smooth, rough).
2. Assess student's ability to follow multi-step commands.
3. Assess fine motor ability (use adaptive equipment as necessary).
4. Assess the student's abilities to use the materials safely.
5. Administer the entry/exit checklist.

LEAD UP STRATEGIES:

1. Show the student examples of different types of woodworking and/or decoupage projects.
2. Show the student an ordering catalog with the various kinds of woodworking and/or decoupage projects.

3. Visit and observe a crafts class.
4. Discuss and show different types of woods varnishes, sandpapers, stains, etc..

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial participation with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others working on a craft project.
2. Given a choice of 2 projects, the student will be able to select one for his/her project.
3. (Decoupage) The student will be able to sand the wood, spread glue on picture, place the picture on the wood and then varnish the project with a brush.
4. (Woodworking) The student will be able to sand the wood, paint/stain the wood, and then varnish the project.

LEVEL II (Full Participation)

1. The student will be able to select a craft project from four choices and collect the materials needed for the project.
2. The student will be able to independently:

   (Decoupage): select and prepare a picture
   select and prepare wood
   glue the picture to the wood
   finish/varnish the project.

   (Woodworking): select and prepare the wood
   selects and traces picture/design onto wood
   burns design onto wood
   select stain/varnish and finish project

HOMEWORK STRATEGIES:

1. Attend a local community crafts show.
2. Attend a school craft bazaar or fair.
3. Purchase supplies at a craft store.
4. Attend crafts class at a local recreation center.

DECOUPAGE

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

pre/post	pre/post	pre/post	pre/post	pre/post

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others decoupage.
2. Provided with a choice of two pictures/projects, selects one.
3. Sands edges of piece of wood.

GLUE, VARNISH - MATERIALS ALREADY PREPARED:

4. Holds brush correctly for dipping.
5. Dips brush in a shallow pan of glue, approximately 1/2" to 1".
6. Wipes glue on edge of pan.
7. Holds picture and spreads the glue evenly across the picture.
8. Holds the wood frame by the edges and places the picture in the correct spot.
9. Recognizes picture(glue) has dried.
10. Dips varnish brush into pan of varnish.
11. Wipes varnish on edge of pan.
12. Holds picture and spreads varnish evenly across picture.
13. Performs activities 2 through 12 with verbal cues only.

continued, next page ....

TOTALS......

DECOUPAGE

continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

STUDENTS NAMES

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL 11 (Full Participation)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Collects materials required; brush, glue, sandpaper, collection of pictures, scissor, wood mounting frame, sealer tin, and newpapers.					
2. Spreads newspaper out on working surface.					
3. Places materials on working surface.					
4. Looks at and selects picture for decoupaging.					
5. Cuts picture for mounting.					
5B. Makes sure picture fits on wood.					
6. Applies sealer for prints that bleed.					
7. Burns edges of picture, with teacher assistance (if desired).					
8. Sandpapers wood frame mount until smooth.					
9. Wipes wood frame mount clean.					
10. Places picture centered on wooden frame mount.					
11. Marks wood frame where picture is centered.					
12. Pours small amount of glue in tin.					
13. Dips brush 1/2" to 1" deep in glue.					
14. Wipes excess glue off brush on side of tin.					
15. Spreads glue across surface of picture.					
TOTALS......					

continued, next page ....

DECOUPAGE
continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (Full Participation) continued.....	pre/post	pre/post	pre/post	pre/post	pre/post
16. Places picture on wood frame in centered marks.					
17. Smooths glue on surface of the picture.					
18. Cleans glue brush with soap and water.					
19. Sets aside to dry.					
20. Pours small amount of varnish in tin.					
21. Dips brush 1/2" to 1" deep in varnish.					
22. Wipes excess varnish off brush on side of tin.					
23. Covers the picture and wood frame with varnish.					
24. Cleans brushes with paint thinner.					
TOTALS......					

WOODWORKING

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

pre/post	pre/post	pre/post	pre/post	pre/post

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observe others woodworking.
2. Selects a picture/design to complete from two choices.
3. Sands wood until smooth on surface and edges.

PICTURE/DESIGN TRACED ONTO WOOD

4. Holds woodburning tool correctly and safely.
5. Touches wood on design and burns design into wood.
6. Lightly sands design.
7. Holds brush correctly.
8. Dips brush into shallow pan of stain/varnish approximately 1/4" to 1/2".
9. Applies stain/varnish to cover all of the wood.
10. Wipes excess stain(only) off wood.
11. Places brush in cleaning solution.
12. Identifies when project is dry.
13. Performs activities 1 through 13 with verbal cues only.

LEVEL II (FULL PARTICIPATION)

1. Collects required materials for woodburning project, picture/design, woodburning tool, carbon paper, sandpaper, varnish, stain, brush(1/2" to 1" size), varnish and stain cleaner, newspaper, etc..

continued, next page......

TOTALS......

WOODWORKING
continued..

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS
ENTRY/EXIT CHECKLIST

STUDENTS NAMES

LEVEL II (FULL PARTICIPATION) continued........	pre/post		pre/post		pre/post		pre/post		pre/post	
2. Select woodburning picture/ design.										
3. Place carbon paper side down.										
4. Trace design onto wood surface.										
5. Plugs in woodburning tool.										
6. Identifies when woodburning tool is hot enough.										
7. Correctly and safely holds the woodburning tool.										
8. Burns design into the wood.										
9. Cover table with newspaper.										
10. Lightly sands the surface of the picture.										
11. Opens wood stain(optional).										
12. Open varnish.										
13. Pour stain/varnish into a small jar/container.										
14. Dips brush into stain/varnish 1/2" into the stain/varnish.										
15. Wipes excess stain/varnish off of the brush.										
16. Brushes stain/varnish onto wood surface smoothly and evenly in the same direction as the wood grain.										
17. Wipes excess stain off(only when using stain).										
18. Pours extra stain/varnish back into container or into garbage.										
19. Cleans brush in cleaning solvent										
20. Places project in a safe, clean place to dry.										
21. Identifies when project is dry.										
22. Attaches plaque holding devices or picture frame to project.										
TOTALS......										

OUTDOOR EDUCATION

OUTDOOR EDUCATION:
Backyard Barbeques

GOAL STATEMENTS: The student will cook hamburgers/hot dogs over a barbeque grill.

ASSESSMENTS:

1. Observe the student's standing balance.
2. Assess awareness of safety in not touching a hot grill or food with hands.
3. Assess fine motor abilities.

LEAD UP STRATEGIES:

1. Go to a park and watch others barbeque.
2. Complete grocery store unit.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others cooking on a barbeque grill and demonstrate adequate safety procedures.
2. The student will be able to assist in the planning, food preparation and clean up of a backyard barbeque.

LEVEL II (Full Participation)

1. The student will be able to plan a meal and purchase the food and supplies for a backyard barbeque.
2. The student will be able to assembly the necessary equipment, prepare the grill for cooking, and demonstrate awareness of safety procedures to barbeque.
3. The student will be able to prepare the food, grill the food and clean up after the event.

HOMEWORK STRATEGIES:

1. Prepare a barbeque with family members/friends.
2. Plan a menu with parents.
3. Purchase food/supplies necessary to barbeque with family members or at school.
4. Write down prices of selected items at neighborhood grocery.

BACKYARD BARBEQUES

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observe others prepare for a barbeque.
2. Selects meat to be cooked on the grill from two choices.
3. Selects drinks and side dishes from two choices.
4. Assists with food preparation (making hamburgers, preparing buns, etc.).
5. Prepares on simple dish that does not require cooking, (i.e., lemonade, salad, etc.).
6. Places chips, napkins, bread, condiments on the table.
7. Demonstrates safety skills while around the hot coals.
8. Places food on the grill (coals already prepared).
9. Turns food over, as needed to cook food evenly.
10. Remains a safe distance from the hot coals.
11. Removes food from the grill, using correct utensils.
12. Participates in clean up activities, with supervision.
13. Performs above activities independently.

continued, next page......

	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

BACKYARD BARBEQUES
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
LEVEL II (FULL PARTICIPATION)	pre/post		pre/post		pre/post		pre/post		pre/post	
1. Plans full menu of food required for a barbeque,(i.e., drinks, main dish, side dish).										
2. Makes a list of food to be purchased.										
3. List supplies necessary to barbeque.										
4. Purchases necessary items.										
5. Prepares equipment necessary for barbeque.										
6. Sets the grill in a safe place for cooking (level, away from trees and flammable materials).										
7. Places adequate amount of charcoal briquets in a pile in the bottom of the grill pan.										
8. Pours lighter fluid over the coals, soaking thoroughly and waits one minute.										
9. Strikes a safety match and drops it into the charcoal.										
10. Indicates when coals are ready, (white and dusty).										
11. Spreads hot coals out using tongs.										
12. Demonstrates safety skills around the hot grill.										
13. Places cooking grill rack on top of the grill.										
14. Prepares meat for the grill, (make hamburger patties, etc.).										
15. Places food on the grill.										
16. Turns food over to cook other side, to cook evenly.										
17. Removes food from the grill when it is done.										
18. Uses spices and sauces appropriately.										
TOTALS......										

continued, next page...

BACKYARD BARBEQUES
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
LEVEL II (FULL PARTICIPATION) CONTINUED..........					
19. Prepares side dishes, (potatoe salad, vegetables, baked beans, fruit, etc.).					
20. Prepares a plate for eating.					
21. Cleans up independently.					
TOTALS......					

OUTDOOR EDUCATION
CAMPING

GOAL STATEMENTS: The student will be able to plan a camping trip to an established camping area.

ASSESSMENTS:

1. Assess functional academics (measuring skills, money skills, lists).
2. Can the student cook? Shop for groceries? Attend to personal hygiene?
3. Can the student hammer a stake? Tie a rope?

LEAD UP STRATEGIES:

1. Discuss different weather conditions and name appropriate clothing.
2. Keep a food diary for two days.
3. Barbeque at school.
4. Invite a Boy Scout troop to class.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to attend a camping experience planned by others.
2. The student will be able to assist others in setting up tents, planning and preparing meals, and cleaning up on a camping trip.

LEVEL II (Full Participation)

1. The student will be able to determine (make a list) the equipment and supplies needed for cooking, sleeping and shelter.
2. The student will be able to plan a menu for 2 days, purchase the necessary food and prepare the food at the campsite.
3. The student will be able to pitch and strike a tent in a proper area.

HOMEWORK STRATEGIES:

1. Visit a campground.
2. Barbeque at home.
3. Set up a tent in the backyard.
4. Observe a camping/scout class.
5. Plan and purchase food.
6. Plan and pack clothes.

CAMPING

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date

Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others planning a camping trip.
2. Attends camping experience planned by others.
3. Determines weather conditions and appropriate clothing for the trip.
4. Selects clothes for the trip.
5. Identifies the camping equipment by name (tent, stove, sleeping bag, grill, etc.).
6. Assists in setting up the campsite.
7. Gathers wood for fire building.
8. Selects area for sleeping.
9. Assists in setting up a tent.
10. Assists in hammering tent stakes.
11. Assists in food preparation, (See Barbeque Unit).
12. Maintains clothing and personal belongings in pack/tent.
13. Disposes of food and garbage appropriately.
14. Maintains a clean campsite.

LEVEL II (FULL PARTICIPATION)

1. Determines weather conditions and appropriate clothing for the trip.

continued, next page........

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

CAMPING
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II continued......	pre/post	pre/post	pre/post	pre/post	pre/post
2. Makes equipment list for clothing and personal needs.					
3. Makes equipment list for cooking.					
4. Makes equipment list for for sleeping and shelter.					
5. Plans menu for each day.					
6. Makes grocery list.					
7. Buys groceries.					
8. Determines which foods need to be kept in the cooler.					
9. Packs clothing and personal items.					
10. Identifies the camping equipment by name.					
TOTALS......					

CAMPING
continued...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

CAMP STOVE

SKILLS

ENTRY/EXIT CHECKLIST

CAMP STOVE

1. Selects appropriate surface on which to place the camp stove.
2. Assembles stove for proper use.
3. With assistance on the pump handle and lightening lever, lights the main burner on the stove.
4. Cooks on a camp stove that has been lit by others.
5. Adjusts flame for cooking purposes.
6. Prepares food to be cooked (opens can, pours food in pot, etc.).
7. Cooks food on stove, stirs as necessary.
8. Identifies when food is done and removes from the stove.
9. Turns off stove.
10. Cleans camp stove and cooking utensils.

	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

CAMPING
continued..

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

FIRE BUILDING

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

FIRE BUILDING	pre/post	pre/post	pre/post	pre/post	pre/post
1. Selects an area for cooking/ eating activities.					
2. Determines proper placement of fire within the campsite.					
3. Clears the fire area.					
4. Gathers logs, sticks, twigs, and tinder.					
5. Makes a woodpile(3 sizes).					
6. Places twigs and tinder in a tepee-structure in the fire area.					
7. Lights a safety match.					
8. Ignites the tinder.					
9. Adds more wood as needed.					
10. Demonstrates safety around the fire.					
11. Watches fire to insure safety.					
12. Extinguishes the fire with water.					
13. Shovels dirt on the fire to extinguish coals.					
TOTALS......					

CAMPING
CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

TENTS

SKILLS
ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
TENTS	pre/post	pre/post	pre/post	pre/post	pre/post
1. Selects an area for sleeping.					
2. Locates a flat area of ground large enough for the tent.					
3. Removes rocks, sticks, etc. from this space.					
4. Places tent equipment at the site					
5. Spreads out tent flat(bottom side down).					
6. Puts tent poles together, with assistance.					
7. Pitches tent idependently.					
8. Puts on rainfly.					
9. Hammers tent stakes at designated areas.					
10. Keeps tent clean.					
11. Unzips tent fly.					
12. Places sleeping bag and pack in tent.					
13. Removes all ropes, loops, etc. to strike tent.					
14. Pulls up tent stakes.					
15. Rolls/folds up tent for storage.					
16. Collects and stores all tent equipment (stakes, ropes, poles) in the tent bag.					
TOTALS......					

OUTDOOR EDUCATION: FISHING

GOAL STATEMENTS: The student will fish in a pond, lake, or river using fishing equipment.

ASSESSMENTS:

1. Assess fine motor (pincer grasp) and upper extremity abilities. Are modifications necessary?
2. Assess safety awareness/drown proofing.
3. Administer fishing ecological inventory.

LEAD UP STRATEGIES:

1. Look at fishing/outdoor magazine.
2. Look at fish in a fish market.
3. Go to a sporting goods store and price fishing equipment.
4. Show "fishing" videos.
5. Allow students to bring own fishing equipment to school.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others fishing.
2. The student will be able to hold a cane pole with a baited hook in the water, identify when a fish is hooked, and pull in the fish.
3. The student will be able to demonstrate water safety skills when fishing.

LEVEL II (Full Participation)

1. The student will be able to identify fishing equipment: rod and reel, fishing line, weights, hooks, and bait.
2. The student will be able to idenitfy two different types of bait and bait a hook.
3. Using a rod and reel, the student will be able to demonstrate manipulative skills necessary to bait, cast, and reel in the line.
4. With assistance, the student will be able to remove a fish from the line, clean the fish and prepare the fish for cooking.
5. The student will be able to identify places to fish and the safety procedures when fishing from shore or a boat.

HOMEWORK STRATEGIES:

1. Watch fishing program on T.V. with family members and/or friend.
2. Locate closest place in neighborhood to fish.
3. Go fishing with family members.
4. Buy bait or other fishing supplies.
5. Cook a fish meal at home.

FISHING

Adapted Physical Education Teacher

School

Pre Test Date Post Test Date

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES									
LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)	pre	post	pre	post	pre	post	pre	post	pre	post
1. Observes others fish.										
2. Dresses appropriately for fishing.										
3. Identifies cane fishing pole.										
4. Identifies fishing line, cork/plastic bobber, and hook.										
5. Identifies one kind of fish bait (worms, cheese, lures,etc).										
6. Watches others place bait on hook.										
7. Lifts pole and lowers line into the water.										
8. Watches the cork/bobber on the water surface.										
9. Identifies when a fish is hooked(when cork is pulled under).										
10. Pulls up on cane pole to hook fish.										
11. Lifts fish out of the water and on to the shore.										
12. Demonstrates awareness of deep water.										
13. Demonstrates safety skills when standing on dock/pier.										
14. Performs activities 3 thru 13, independently.										
TOTALS......										

continued, next page ......

FISHING
CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL II (Full Participation)	pre/post	pre/post	pre/post	pre/post	pre/post
1. Identifies cane pole and rod and reel.					
2. Identifies two kinds of fishing bait.					
3. Identifies correct time of day and weather conditions to fish.					
4. Identifies two types of places to fish.					
5. Identifies water safety procedures when fishing from water's edge.					
6. Identifies safety procedures when fishing from a pier.					
7. Identifies safety procedures when fishing from a boat.					
8. Attaches a lure to the line.					
9. Baits a hook using live bait, (worm, shrimp, etc.)					
10. Demonstrates safety awareness of hooks.					
11. Correctly casts out fishing line.					
12. Correctly casts out fishing line and bait.					
13. Correctly reels in fishing line.					
14. Identifies when a fish has bitten the bait.					
15. Correctly sets hook in fish's mouth.					
16. Slowly reels in line with fish.					
17. Lifts fish out of the water and on to the shore.					
18. Identifies ____ types of fish.					
19. Identifies dangerous types of fish.					
20. Removes fish from hook safely.					
TOTALS......					

FISHING

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES									
LEVEL II (Full Participation) continued......	pre	post	pre	post	pre	post	pre	post	pre	post
21. Measures fish to determine if size is large enough to keep or throw back in to water.										
22. Places fish on stringer, ice chest, or releases back into the water.										
23. Sets up own fishing pole(ties hook and adds weights and cork to the line).										
24. Fishes safely from shore and/or boat.										
25. With assistance, cleans the fish.										
26. With assistance, scales the fish.										
27. Determines how to cook the fish.										
TOTALS......										

STUDENT NAME ____________________

FISHING ECOLOGICAL INVENTORY

SCHOOL ____________________

DATE ____________________

ACTIVITY	Entry	Date Completed	Comments/Modification
Preparation:			
1. Determines type water to fish in(salt,fresh)			1.Take peer companion to assist.
2. Picks safe place to fish			
3. Selects proper equipment for fishing location			
4. Plans and gathers equipment needed for safety in fishing - life jackets - sunscreens - water for hydration			
5. Gathers all equipment and checks it's condition			
6. Assembles tackle on line			
7. Checks weather conditions			
8. Wears proper attire			
9. Tells someone where they are going to fish and approximate time of return			
Transition:			
10. Selects route & transportation			10.Adapts wheelchair for rough terrain.
11. Knows strength and endurance if walking to fishing "hole"			
12. Goes to bait store and selects proper bait - evaluates condition - proper bait for type of fishing			
13. Pays for bait			
14. When using a boat . Can get in and out safely . Remains seated in boat			Sits on cushion to alleviate pressure/skin problem
. Wears life jacket			Positions chair safely-Brakes on-arm rest off if applicable
15. On shore or dock . Can stand, sit safely			
16. Acts appropriately in fishing area . Remains quiet			

STUDENT NAME ____________________ SCHOOL ____________________

DATE ____________________

FISHING ECOLOGICAL INVENTORY

	Entry	Date Completed	Comments/Modification
Fishing:			
17. Baits own hook			
18. Demonstrates manipulative skills to "cast" line			Uses hand line or cane pole
19. Holds fishing implement			Adaptation: Uses sling, attaches to chair, pushes handle into bank
20. Watches cork or line			
21. Recognizes fish is on line and acts appropriately			
22. Demonstrates proper method of fishing implement to "land" fish			
23. Discriminates type of fish and determines proper method to take fish off of the line			Use picture book to compare dangerous fish from "o.k." fish
24. Removes fish from hook			
25. Takes proper action to preserve fish			Purchases fish - Practices taking fish off hook
Judgement:			
26. Knows not to leave with stranger			
27. Knows not to get in boat with stranger			
28. Remains hydrated during fishing			
29. Uses sunscreens/blocks when appropriate			
30. Determines correct time to go home			
Completion Skills:			
31. Gathers equipment, fish and returns home safely			
32. Cleans equipment and returns to proper place			
Communication:			
1. Ask for assistance as needed			

STUDENT NAME

SCHOOL

FISHING ECOLOGICAL INVENTORY

(continued....)

DATE

	Entry	Date Completed	Comments/Modification
2. Communicates with "bait man" . Ask price . Numbers			
3. Tells "fish stories"			Demonstrates using hands as to how big the fish was that "got away"
Advanced Skills:			
1. Check paper for optimum fishing times			
2. Evaluate wind direction and conditions of the water			Listen to morning T.V.news for safety conditions on water. Ask a friend
3. Use a fish finder			
4. Measure, weigh and take pictures of catch			
5. Clean fish			
6. Participate in fishing rodeo			

OUTDOOR EDUCATION:
GARDENING/HOUSEPLANTS

GOAL STATEMENTS:

1. The student will participate in the organization and care of an outdoor vegetable garden.
2. The student will be able to raise and care for a healthy house plant.

ASSESSMENTS:

1. Assess the student's hand, arm strength, and dexterity.
2. Can the student recognize most vegetables?
3. Assess ability to follow instructions and follow through with task responsibility.

LEAD UP STRATEGIES:

1. Visit a nursery/plant store.
2. Visit someone's garden.
3. Invite a gardener/florist to class to discuss gardening (plants).
4. Plant seeds in window boxes or containers.
5. Develop a picture sequence of how gardens grow.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others work in the garden.
2. The student will be able to participate in choosing items to be planted and where to plant items in the garden.
3. The student will be able to participate in preparing soil, planting seeds/plants, watering, caring for, and harvesting the vegetables/flowers.

LEVEL II (Full Participation)

1. The student will be able to prepare area for planting.
2. The student will be able to plant seeds/plants correctly, water, and care for plants during the growing period.
3. The student will be able to harvest and cook/eat vegetables when mature.

HOMEWORK STRATEGIES:

1. Have the students plant seeds/plants at home with family members and/or friends.
2. Prepare and eat vegetables planted.
3. Cut flowers planted and give to parents/friends.
4. Photograph garden growth and make a scrapbook.
5. Have a plant sale.

GARDENING

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others gardening.
2. Dresses appropriately for working in the soil.
3. Indicates area in which to plant in a garden.
4. Identifies gardening tools, (shovel, rake, and hoe).
5. Demonstrates how to use a: a) shovel, b) rake and c) hoe.
6. Turns the soil over approximately 6" deep (shovel and hoe).
7. Pulls out weeds and grass.
8. Makes holes for seeds (2½" deep) or for plants (4" deep).
9. Places one to two seeds in hole/places plant into hole.
10. Pushes dirt over hole surrounding plant/seeds.
11. Packs the dirt around the plant.
12. Waters seeds/plants after planting.
13. Waters seeds/plants as required until harvest.

LEVEL II (Full Participation)

1. Decides on area to plant a garden.
2. Uses a shovel to turn soil over and mix the soil up.
3. Uses a hoe/handrake to dig out weeds and grass.

continued, next page.....

STUDENTS NAMES

pre/post	pre/post	pre/post	pre/post	pre/post

TOTALS......

GARDENING
CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS
ENTRY/EXIT CHECKLIST

	STUDENTS NAMES				
LEVEL II (Full Participation) continued......	pre/post	pre/post	pre/post	pre/post	pre/post
4. Uses a hand shovel to dig out deep weeds and dig holes for planting plants.					
5. Breaks up large clumps of soil, using a hoe or rake.					
6. Adds compost/peat moss to the soil, (approximately 1" to 3" of compost).					
7. Mixes compost/peat moss into the soil, using a shovel.					
8. Smooths the soil surface, using a rake.					
9. Selects the plants/seeds to be planted.					
10. Identifies where to plant the plants by how much room they need and how tall they will grow (tall plants on back row).					
11. Places plants that spread out or vine on the edge of the garden or fence.					
12. Digs a hole approximately 4" to 6" deep.					
13. Puts an appropriate amount of space between the plants and between the rows.					
14. Remove the plant from it's container.					
15. Places the plant in the prepared hole.					
16. Puts soil in the hole and around the plant.					
17. Presses the soil down(packs the soil) around the plant, making sure that an adequate amount of dirt is in the hole and around the plant(need to cover all the roots).					
TOTALS......					

continued, next page......

GARDENING

CONTINUED...

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (Full Participation) continued......	pre/post	pre/post	pre/post	pre/post	pre/post
18. Pushes dirt up around the stem of the plant about 1" to 2" high to help stabilize it in the wind.					
19. When necessary places a stake by the plant 3" away and (ties with a string) secures the plant to the stake.					
20. Waters the plants thoroughly.					
21. Checks to be sure more dirt is not required around the plant. (If soil sinks in around the root area, add more dirt)					
22. Leaves marker next to plant to help identify the plants in the future.					
23. Recognizes and removes all weeds from garden area.					
24. Cares for plants by watering and weeding when necessary.					
25. Harvests mature plants.					
26. Prepares and eats mature vegetables.					
HOUSEPLANTS					
1. Selects the seed/plant to be planted.					
2. Before purchasing, checks plant for good color, new growth, insects, etc..					
3. Selects the pot for planting.					
4. Buys sterilized packaged dirt.					
5. Places dirt into planting container; fills the container up to ½" to 1" from the top.					
6. Places seeds or plant into each pot.					
TOTALS......					

continued, next page ......

HOUSEPLANTS

CONTINUED....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (Full Participation)	pre/post	pre/post	pre/post	pre/post	pre/post
Houseplants, continued......					
7. Pushes (gently) the seed into the soil approximately ½" down.					
8. Covers loosely with soil.					
9. Waters daily or as needed.					
10. Places near growing light or sunny window(consider air and temperature).					
11. Fertilizes plants as necessary.					
12. Differentiates between different types of plants(flower, trees, weeds, shrubs, house plants, vegetables).					
13. Names ____ types of houseplants.					
14. Identifies ____types of flowers.					
15. For indoor plants, plants to a larger pot when necessary.					
TOTALS......					

OUTDOOR EDUCATION:
PET CARE

GOAL STATEMENTS: The student will properly care for a pet (i.e., fish, cat and/or dog).

ASSESSMENTS:

1. Observe the student to determine if he/she can appropriately handle a pet without harming the pet.
2. Assess the student's fine motor ability to open pet food packages and hold pet grooming articles.
3. Is student responsible in caring for animals?

LEAD UP STRATEGIES:

1. Visit a pet store and look at the various types of pets and pet care items.
2. Visit a dog pound/SPCA and look at the different kinds of animals.
3. Observe a pet movie or video from public T.V. on how to care for pet(s).
4. Read how to care for pets section of the Saturday/Sunday paper.

MODIFICATIONS/EXPANSIONS:

SHORT TERM OBJECTIVES:

LEVEL I (Partial Participation: with minimal verbal cues and/or physical prompts)

1. The student will be able to observe others caring for a pet and identify different types of pets.
2. The student will be able to appropriately handle a pet.
3. The student will be able to feed (and water) a pet on a consistent schedule.

LEVEL II (Full Participation)

1. The student will be able to identify and demonstrate how to correctly handle different types of pets (i.e., small and large dogs, cats, and fish).
2. The student will be able to feed the pet everyday with the correct amount and type of food.
3. The student will be able to clean/groom his/her pet.
4. The student will describe how to teach house breaking skills and simple commands.
5. The student will determine when to take the pet to the veterinarian for routine care and care when the animal is sick.

HOMEWORK STRATEGIES:

1. Take care of own pet's needs at home. Write down on a calendar when they feed and water their pet.
2. Take their(or neighbor's) pet dog for a walk.
3. Volunteer to be a pet helper at the dog pound in the summer.
4. Do pet sitting services for family members, neighbors and friends.
5. Take a dog obedience or community pet care class.

PET CARE

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

Adapted Physical Education Teacher

School

Pre Test Date   Post Test Date

SKILLS

ENTRY/EXIT CHECKLIST

STUDENTS NAMES

	pre/post	pre/post	pre/post	pre/post	pre/post
TOTALS......					

LEVEL I (Partial Participation, with minimal verbal cues and/or prompts)

1. Observes others caring for a pet.
2. Watches a movie/video tape about animals.
3. Appropriately pets a cat and/or dog.
4. Appropriately picks up a cat and/or dog.
5. Appropriately holds a leash with a dog.
6. Identifies different kinds of pets(cats, dogs, fish, and birds)
7. Places the appropriate amount of water in the pet's dish.
8. Places the appropriate amount of food in the pet's dish.
9. Feeds the pet the appropriate kind of food:
    - dog food for dogs(dry,canned and dog biscuits)
    - cat food for cats(dry and canned)
    - fish food for fish(flaked, frozen, fresh).
10. Walks with a pet dog around the block or at a neighborhood park.

LEVEL II (FULL PARTICIPATION)

1. Identifies and demonstrates how to pick up a small dog or cat.
2. Identifies and demonstrates how to appropriately pick up a fish using a fish net.
3. Demonstrates how to transfer a fish from the fish tank to another bowl of water.

continued, next page ....

PET CARE

continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS

ENTRY/EXIT CHECKLIST

LEVEL II (FULL PARTICIPATION) continued....	STUDENTS NAMES				
	pre/post	pre/post	pre/post	pre/post	pre/post
4. Demonstrates how to put a collar on a dog or cat.					
5. Demonstrates how to put a leash on a dog or cat.					
6. Demonstrates how to walk with a dog on a leash.					
7. Identifies pictures of animals that can be pets, (dogs, cats, fish, birds, snakes, raccoons, horses and rabbits).					
8. Identifies pet care products for a dog: dog food, vitamins, shampoo, flea powder/soap/sprays treats, toys, chewing items, collars, leashes, clothing, brushes, scissors, muzzles, claw trimming cutters, bedding, etc..					
9. Identifies pet care products for a cat: cat food, vitamins, shampoo, flea powder/soap/sprays treats, toys, bedding, brushes, collars/harnesses, etc..					
10. Identifies pet care products for a fish: fish food, net, tank, etc..					
11. Identifies when and what to feed a pet.					
12. Identifies and/or demonstrates the correct amount of food to feed a pet.					
13. Identifies and/or demonstrates the correct amount of water to give a pet (always leave fresh water in the pet's dish at all times).					
TOTALS......					

continued, next page........

PET CARE
continued....

Level of Participation Key:
P=Physical Assistance
V=Verbal Assistance
I=Independent

SKILLS ENTRY/EXIT CHECKLIST	STUDENTS NAMES				
LEVEL II (FULL PARTICIPATION) continued.........	pre/post	pre/post	pre/post	pre/post	pre/post
14. Identifies why you should not let your pet run loose in the neighborhood.					
15. Identifies how often a pet dog should be exercised.					
16. Identifies where to walk a pet dog in their own neighborhood.					
17. Demonstrates safe street crossing behaviors when walking with a pet.					
18. Demonstrates how to safely walk a dog on a leash.					
19. Identifies when and why to take a pet to the veterinarian.					
20. Identifies where one purchases pet supplies.					
21. Identifies and demonstrates how to clean the yard after a dog.					
22. Identifies and demonstrates how to clean a cat litter box.					
23. Identifies and demonstrates how to clean fish tank/bowl.					
24. Demonstrates how to clean the pet's dish.					
25. Identifies how often to clean a pet's dish.					
26. Identifies and demonstrates how to properly comb or brush a pet dog or cat.					
27. Identifies how to bathe a dog.					
28. Identifies how to teach a pet dog to do two(2) simple commands.					
29. Identifies how to house train a pet dog or cat.					
30. Demonstrates awareness of breeding, spaying and neutering animals.					
TOTALS......					

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STUDENT'S NAME	DATE ENTRY/SCORE LEVEL	COMMENTS	DATE EXIT/SCORE LEVEL	% IMPROVEMENT

ENTRY/EXIT SCORE LEVEL: Achieved items/Total Items

CALCULATE EXIT SCORE THE SAME AS ENTRY. Calculate % improvement: Post(exit)
-Pre(entry)
=Difference/Total items tested